

**The Role of Cultural Values in Moderating Emotional Demands, Job
Autonomy, and Employee Resilience on Work Engagement**

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Table of Contents

Table of Contents	2
List of Tables	4
List of Figures.....	5
Acknowledgement	6
Abstract.....	7
Introduction	8
Cultural Values	10
Work Engagement	12
Job Demands – Resources	14
<i>Emotional Demands</i>	17
<i>Job Autonomy</i>	19
<i>Employee Resilience</i>	21
Method.....	24
Participants	24
Measures	25
Translation and Adaptation Process of Employee Resilience Scale	28
Pilot Testing	30
Procedures	31
Results	31
Job Demands – Resources Effect on Work Engagement	32
Moderation Analyses.....	34
<i>Power Distance</i>	36
<i>Individualism/Collectivism</i>	38
<i>Long/Short-Term Orientation</i>	38
Discussion.....	40
Job Demands – Resources and Work Engagement	40
Cultural Values as Moderators	41
<i>Emotional Demands, Cultural Values, and Work Engagement</i>	41
<i>Job Autonomy, Cultural Values, and Work Engagement</i>	42
<i>Employee Resilience, Cultural Values, and Work Engagement</i>	43

Implications	44
Limitations and Suggestions for Future Research.....	46
Conclusion	48
References	49
Appendices	64
Appendix A – Survey information sheet.....	64
Appendix B – The scales.....	65
<i>Appendix B.1 – Values survey module and demographic.....</i>	<i>65</i>
<i>Appendix B.2 – Indonesian version of values survey module and demographic</i>	<i>69</i>
<i>Appendix B.3 – Utrecht Work Engagement Scale</i>	<i>73</i>
<i>Appendix B.4 – Indonesian version of Utrecht Work Engagement Scale..</i>	<i>74</i>
<i>Appendix B.5 – Emotional demands scale.....</i>	<i>75</i>
<i>Appendix B.6 – Indonesian version of emotional demands scale.....</i>	<i>76</i>
<i>Appendix B.7 – Job autonomy scale</i>	<i>77</i>
<i>Appendix B.8 – Indonesian version of Job autonomy scale</i>	<i>78</i>
<i>Appendix B.9 – Employee resilience scale</i>	<i>79</i>
<i>Appendix B.10 – Indonesia version of employee resilience scale</i>	<i>80</i>
Appendix C – Demographics	81
Appendix D – Dimension index of cultural values	83
Appendix E – Back translation and adaptation process of employee resilience scale.....	84
Appendix F – Employee resilience factor analysis	90
Appendix G – Correlations and descriptive	91
Appendix H – Regression results	92
Appendix I – Interactions tables.....	94

List of Tables

Table 1	Demographic Information	24
Table 2	Cultural Values Dimensions' Index	27
Table 3	Factor Analysis of Employee Resilience Scale	30
Table 4	Correlations and Descriptive Statistics	33
Table 5	Result of Regression Analysis of Emotional Demands, Job Autonomy, and Employee Resilience on Work Engagement.....	34
Table 6	Moderation Analyses.....	35

List of Figures

Figure 1	The Present Study	10
Figure 2	Interaction of Power Distance and Emotional Demands on Work Engagement	36
Figure 3	Interaction of Power Distance and Job Autonomy on Work Engagement	37
Figure 4	Interaction of Power Distance and Employee Resilience on Work Engagement	38
Figure 5	Interaction of Long/Short-Term Orientation and Job Autonomy on Work Engagement	39

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Abstract

This study aimed to investigate the moderating role of cultural values on job demands - resources (JD-R) relationship with work engagement. To represent job demands we used emotional demands, to represent job resources we used job autonomy, and to represent personal resources we used employee resilience. In terms of cultural values, we examined three dimensions that were considered to be relevant; power distance, individualism/collectivism, and long/short-term orientation. The study was conducted on a sample of employees in Indonesia. Data collected from 665 employees who had been working for at least 6 months and a minimum of 18 years of age. Hierarchical regression analyses were carried out. Results showed that power distance significantly moderated the relationships between emotional demands, job autonomy, employee resilience, and work engagement. Long/short-term orientation significantly moderated the relationship between job autonomy and work engagement. Individualism/collectivism was not a significant moderator. The combination of high power distance and low emotional demands, low power distance and high job autonomy, high power distance and high employee resilience, and short-term orientation and high job autonomy resulted in the highest work engagement levels. Findings from this study offer a unique perspective for further theoretical development regarding the role of cultural values.

Introduction

Cultural values consist of basic values that individuals start to develop in the first ten years of their life, that are acquired from family, school, and living environment (Hofstede, Hofstede, & Minkov, 2010). These values are embedded in individuals' identities that distinguish them from other cultures (Hofstede, 1991). Cultural values are unique, they involve complex interactions of thought, feeling, and behaviour (Patterson, 2014) that contribute to how individuals respond to things in a different way (Hammerich & Lewis, 2013).

In the workplace context, cultural values have an invisible but powerful impact on organisational behaviours and attitudes (Gelfand, Leslie, & Fehr 2008; Hammerich & Lewis, 2013). For example, New Zealand organisations will be based on New Zealand values, while Indonesian organisations are based on Indonesian values, and their employees think and act in accordance with Indonesian values. Cultural values shape the source of motivation for employees, how they interact with their co-workers and managers, and how reporting relations are built. However, these cultural values are a blind spot in organisations, something that individuals do not realise when observing themselves, but they can see the difference when they look at how others behave in other cultures (Hammerich & Lewis, 2013). In addition, many managers fail to understand the importance of considering cultural values in managing their employees and in drafting organisational policies (Brewster et al., 2005; Earley & Mosakowski, 2004). Whereas understanding the influence of cultural values is

important as it is not only affecting employees' attitudes and behaviours but also the organisation in general.

Including cultural values is beneficial when studying the impact of job demands and resources (JD-R) on employees' attitudes and well-being at work. Cultural values may impact how individuals respond to demands according to the valued resources (De Leon, 2019). Among the large number of studies that discuss matters related to JD-R and engagement, the role of cultural values has not been systematically discussed (Rattrie, Kittler, & Paul, 2020). There have been a lot of studies regarding cultural influence in the workplace setting and subculture issues conducted in European, Latin American, Middle East countries, etc. However, in Indonesia, where this study takes place, this topic has not been much examined, although in fact Indonesia has many subculture groups (1,340 ethnic groups). Schwartz (1999) suggests that for a country with more than one subculture, it is important to elaborate the role of cultural values at work.

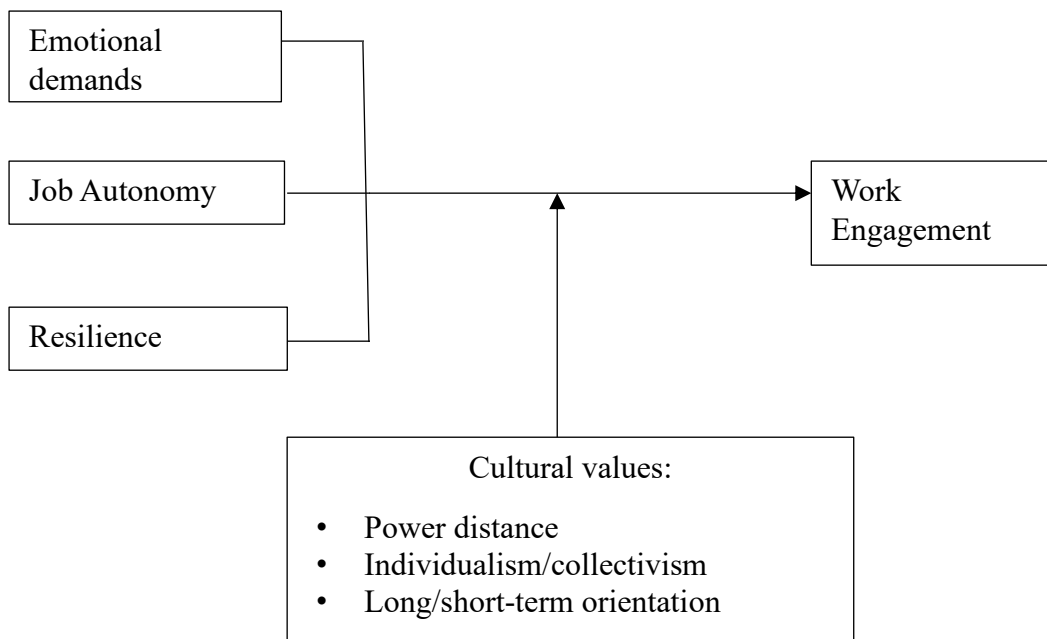
According to Hofstede et al. (2010) and other studies (Perdhana, 2014; Suharnomo, 2017), Indonesia has a high power distance, collectivism, and long-term orientation, and these three dimensions will be included in the present study. Rattrie et al. (2020) suggest that these dimensions have a noticeable contribution to the association between JD-R and engagement.

Therefore, this study aims to understand the moderating role of cultural values on the relationship between JD-R and work engagement among Indonesian employees. To represent JD-R, we use emotional demands, job autonomy, and employee resilience. By doing this study it is hoped to give a better understanding

of how the interactions between cultural values dimensions and JD-R may affect employees' engagement while also develop the theoretical framework of JD-R, engagement, and cultural values.

Figure 1

The Present Study



Cultural Values

Individuals nowadays are working with clients and colleagues from different cultural contexts which can bring difficulty in understanding each other. Cultural values are complex. Yet, there are patterns that can help to capture them (Hofstede, Pedersen, & Hofstede, 2002). In this study, we analyse the following three dimensions of cultural values: power distance, individualism/collectivism, and long-term/short-term orientation.

High power distance points to the unequal distribution of power in the organisation or society. Some individuals have more power than others. When speaking to others they respect, individuals are soft-spoken, polite, and lower their eyes. In the workplace, the leaders have full power to make decisions (Lian, Ferris, & Brown), which helps employees face complex situations and remove ambiguity as difficult things are under leaders' responsibility and authority (Lim, Wang, & Chen, 2013). On the other hand, low power distance emphasises a more equal power distribution between individuals. Although having power, the leaders in the organisation is expected to respect their employees and share the benefits of the power that they have. Subordinates are encouraged to be included in the decision-making process, and they have the same rights. There is a strong urge for treating individuals fairly (Hofstede et al., 2002).

Individualism presumes that an individual should be independent and take care of himself. Individuals have their freedom in deciding whatever they want to do, and this is an important principle. In building a relationship with others, self-emphasis is necessary. In contrast, collectivism focuses on interdependency among individuals in the group. People with collectivism as a cultural value are looking for harmony in society, building relationships through politeness and ritual, keep away from confrontation, and goal accomplishment is secondary after the group purposes. Individual acts as group representative, if the group is hurt, the individual is hurt (Hofstede et al., 2002).

Long-term orientation culture has a far vision for the future. Individuals are determined, hard work, and responsible even though they may compromise

the way to reach their goals. Individuals tend to keep a low profile and sacrifice their present happiness for future achievement. In contrast, short-term orientation culture focuses on living the present moment and getting immediate results of what they are working on. They celebrate what they have at the moment (Hofstede et al., 2002).

These cultural values, are very likely to influence organisational outcomes (Rattrie et al., 2020). Being part of a particular culture entails exposure to particular patterns of social relationships and valued behaviours, which ultimately affect how the employees carry out the works (Warr, 2007) and how organisational functioning (Hammerich & Lewis, 2013). Ott and Michailova (2018) found that the behavioural and cognitive aspects of cultural values may influence adjustment, performance, general effectiveness, and how employees valued their work so that they suggest including it especially as moderators in research that measures work engagement. Thus, we are interested in understanding the role of cultural values in organisational outcomes such as work engagement. We expect that each of the cultural values dimensions will influence the relationship between job demands – resources and engagement.

Work Engagement

The concept of engagement was first introduced by Kahn (1990). He argued that engaged employees show positive energy in their work and it is expressed through their physical, cognitive, and emotional attachment. Work engagement reflects high enthusiasm and energy. Engagement makes employees enjoy their work and willing to dedicate their time to do task-related activities

(Bakker & Leiter, 2010). Schaufeli, Salanova, González-Romá, and Bakker (2002) suggest that work engagement tends to be stable over a period of time.

Work engagement defines as a positive state of mind related to work that is characterised by absorption, vigour, and dedication. Absorption is described as immersion, full concentration, and happily preoccupied with the work so that the time perceived as passed quickly and the individual feels difficult to detach from the work (Bakker et al., 2007; Schaufeli et al., 2002). The concept of absorption to some extent depicts as similar to flow (González-Romá, Schaufeli, Bakker, & Lloret, 2006). Flow is the state of mind when individuals are intensely attached to their activities so that nothing else can disturb their focus, this experience is explained as enjoyable for the people despite the effort required for the activity (Csikszentmihalyi, 1990). However, the major difference between absorption and flow is that absorption is more persistent than flow (Hallberg & Schaufeli, 2006). Vigour refers to the high level of energy that allows the employees to give extra effort while working even in difficult circumstances (Bakker et al., 2007; Schaufeli et. al., 2002). Based on this, we can say that vigour is a motivational element so that the employees who have good vigour are motivated by their work and that can make them persevere (Mauno, Kinnunen, & Ruokolainen, 2007). Dedication is an intense psychological involvement with work that conjoint enthusiasm, pride, challenge, and inspiration (Bakker et al., 2007; Schaufeli et. al, 2002).

Work engagement provides benefits for employees, organisations, and the social environment because individuals who feel engaged with what they do can

physically and psychologically contribute to things around them. Work engagement also provides fulfilment and meaningfulness that affect overall well-being (Eldor, 2016). Engagement provides a desirable impact on the group process as the positive energy from engaged employees may spread to others' performance (Bakker, 2011). Work engagement is a predictive factor for teacher's organisational commitment (Hakanen, Bakker, & Schaufeli, 2006) and has a positive correlation with performance (turnover, satisfaction, loyalty, profitability, safety, and productivity) (Harter, Schmidt, & Hayes, 2002). Furthermore, work engagement is an indicator that may improve employee performance and contributes a positive impact on organisational goal achievement (Bakker, Demerouti, & Verbeke, 2004; Harter & Schmidt, 2016; Schaufeli, 2013). Engaged employees feel intrinsically motivated to work hard and face challenges in the workplace (Beek, Hu, Schaufeli, Taris, & Schreurs, 2012).

Work engagement has been studied using many different theoretical frameworks, here we investigate work engagement by using the job demands - resources (JD-R) model.

Job Demands – Resources

The JD-R model was first published in literature around two decades ago (Demerouti et al., 2001). The JD-R model is a heuristic model that elaborates on how well-being at work may be supported by considering two sets of variables; job demands and job resources (Bakker & Demerouti, 2016; Bakker et al., 2003, 2007; Heuven, Bakker, Schaufeli, & Huisman, 2006). Every occupation faces

different demands and resources (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Job demands refer to the organisational aspects of the occupation that require cognitive and emotional efforts and are often considered as psychological or physiological costs (Bakker & Demerouti, 2016; Bakker et al., 2003, 2007; Heuven et al., 2006; Mauno et al., 2007). Job demands are not always negative. However, in particular circumstances when they required high effort and employees cannot sufficiently deal with them, the demands may change into job stressors (Bakker & Demerouti, 2007; Meijman & Mulder, 1998).

Job resources refer to organisational aspects of the occupation that help the employees while working to achieve the work objectives, minimise the detrimental effects of job demands or costs associated with the job, and may be functioned to stimulate growth and development. Resources may be extended by involving personal resources (Bakker & Demerouti, 2016; Bakker et al., 2003, 2007; Heuven et al., 2006; Mauno et al., 2007). Hobfoll, Johnson, Ennis, and Jackson (2003) explained that personal resources are aspects of individual characters that are generally referred to the ability to control and influence the environment. Personal resources are more about psychological aspects that help employees to perform in their work such as resilience.

The JD-R itself suggests that there is a relationship between demands – resources and engagement (Bakker, 2011; Bakker, Demerouti, Taris, Schaufeli, & Schreurs, 2003; Schaufeli, 2013). Job resources are good predictors of work engagement rather than job demands (Mauno et al., 2007; Xanthopoulou, Bakker,

Demerouti, & Schaufeli, 2009). Extremely high job demands lead to exhaustion and disengagement. The more effort that is needed, the higher psychological cost must be given that eventually may drain employees' energy and produce exhaustion at work. Meanwhile, high job and personal resources have been predicted to reduce the negative impact from job demands (Bakker et al., 2003; Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007) and may generate a positive association with work engagement (Bakker & Demerouti, 2016).

There are several propositions based on the JD-R (Bakker & Demerouti, 2016). First, JD-R has a dual process; motivational and health impairment. Job resources are predictors of work engagement whereas job demands are likely to predict exhaustion (Bakker, Demerouti, & Sanz-Vergel, 2014; Hakanen, Schaufeli, & Ahola, 2008; Simbula, 2010).

Second, job resources can buffer the detrimental effect of job demands. When employees have many available job resources, they can have a better coping when dealing with job demands (Bakker, Van Veldhoven, & Xanthopoulou, 2010). Job resources are not only important to counter job demands, the job resources are necessary due to their usefulness to carry out the tasks (Hobfoll, 2002). Third, personal resources bring the same effect as job resources. These personal resources consist of capabilities and psychological aspects that can help the employees to perform at work (Bakker & Demerouti, 2016).

As job and personal resources are not only determined by individual factors but also influenced by environmental factors that are part of cultural

products (Hobfoll, 2001), it is important to know more about the role of cultural values in the relationship of JD-R and work engagement. In this study, we are focusing on the main effect of demands or resources, and how these are moderated by cultural values, not the interaction between demands and resources. To represent job demands we use emotional demands, to represent job resources we use job autonomy, and to represent personal resources we use employee resilience.

Emotional Demands

Emotional demands are part of job demands. Emotional demands refer to emotionally burdened interactions in the workplace (Heuven, Bakker, Schaufeli, & Huisman, 2006) that entail continuous emotional effort (de Jonge & Dormann, 2003). Emotional demands give an impact on how employees may engage with their work and are related to the employees' emotional state when in the workplace such as dealing with anger, frustration, sorrow, and so on (Heuven et al., 2006). Emotional demands are different for each occupation and important for a job that includes client interaction (de Jonge & Dormann, 2003; Van Vegchel, De Jonge, Söderfeldt, Dormann, & Schaufeli, 2004).

Emotional demands often become the source of stress at work (Totterdell & Holman, 2003). Jobs that require intense human interactions score higher on emotional demands in which employees are expected to show positive emotions when they interact with customers or colleagues while asked to suppress the negative emotions although facing unfavourable circumstances (Van Vegchel et al., 2004). This emotional situation has a detrimental impact on the employees'

well-being (Morris & Feldman, 1996), mental health as they give rise to stress, and burnout (Hochschild, 1979). When emotional demands increase due to employees' capacity to access job resources, stress symptoms and poor well-being may follow and also impact work engagement (Maxwell & Riley, 2017; Montgomery, Spânu, Băban, & Panagopoulou, 2015).

According to the JD-R model, emotional demands are likely to bring a negative consequence to work engagement. An emotionally demanding job needs a larger energy supply that can drain the employees so that when the energy level runs out, the work tension appears (Bakker & Demerouti, 2007). Emotional demands have been positively correlated to emotional exhaustion (Van Vegchel et al., 2004).

Research has found that emotion regulation and emotional-related responses are different based on cultural setting (Allen, Diefendorff, & Ma, 2014; Matsumoto, Yoo, & Nakagawa, 2008). In the US, a country with low power distance, individualism, and short-term orientation, emotions are viewed as individuals' right. Expression of natural emotion is valued. Meanwhile, in China, a country with high power distance, collectivism, and long-term orientation, emotional expressions tend to be controlled as they can impact the relationship with others. Emotion regulation is a normative part of cultural values to maintain harmony in the group (Mesquita 2000).

The relationship between emotional demands and work engagement is likely to differ depending on cultural values. Hochschild (1979) suggests that socio-cultural structure determines how individuals manage emotions.

Accordingly, this study put cultural values as moderators to comprehend the relationship between emotional demands and work engagement. While it seems likely that there is a moderation, there is not enough information to test specific hypotheses, so that we are investigating research questions instead.

Based on the information presented above, the research questions are:

- 1a: What is the association between emotional demands and work engagement?
- 1b: How does power distance moderate the relationship between emotional demands and work engagement?
- 1c: How does individualism/collectivism moderate the relationship between emotional demands and work engagement?
- 1d: How does short/long-term moderate the relationship between emotional demands and work engagement?

Job Autonomy

Job autonomy is a job resource. Job autonomy is the degree a job provides freedom and substantial independence for determining method and procedure to perform the work (Hackman & Oldham, 1975) so that the employees can decide what and how to do their tasks (Clark, 2001). Having job autonomy gives employees the ability to manage stressful workplace situations (Li, 2019). Job autonomy has been found to be related to lower job strain and fewer occupational mental health problem (Thompson & Prottas, 2005), to help to promote better subjective well-being (Li, 2019; Park & Seary, 2012), and to mitigate the negative impact of personal and environmental factors, as well as decreasing the negative effect of depression-related perceived control (Li, 2019). In addition, job

autonomy gives a positive influence on employees who have higher levels of psychological vulnerability such as high neuroticism and low coping stress ability, and helps to reduce their strain and exhaustion (Tai & Liu, 2007).

Low job autonomy has been correlated with an inability to express ideas at work (Karasek, 1979). In contrast, high job autonomy facilitates a sense of control (Wu, Griffin, & Parker, 2015). Studies have found that job autonomy is an important job resource related to encourage work engagement (Bakker & Geurts, 2004; Salanova, Agut, & Peiro, 2005; Schaufeli & Salanova 2007; Vera, Martínez, Lorente, & Chambel, 2016). Job autonomy as a job resource contributes to minimising the tension generated by job demands so that employees can engage with their work (Vera et al., 2016).

Nevertheless, autonomy is perceived differently among different countries and cultures. In a collective culture that emphasises interdependence, individuals see themselves as part of the social system so that they are more interested in pursuing group goals and may possibly neglect or downplay autonomy although it may be advantageous. Job autonomy has a weaker influence in collectivist cultures because autonomy is less congruent with collective values (Dickson, Den Hartog, & Mitchelson, 2003; Savani et al., 2010). In turn, collective culture weakens the positive impact of autonomy on engagement (Rattrie et al., 2020). In contrast, in an individualistic culture that emphasises independence, the individual considers himself autonomous from others (Markus & Kitayama, 1991), and job autonomy becomes an important resource. Accordingly, cultural values may be an important aspect to take into account when studying the effect of autonomy on

engagement. There seems to be a moderation effect, nevertheless, there is not much information to generate hypotheses, so that we use research questions instead.

Based on the information presented above, the research questions are:

- 2a: What is the association between job autonomy and work engagement?
- 2b: How does power distance moderate the relationship between job autonomy and work engagement?
- 2c: How does individualism/collectivism moderate the relationship between job autonomy and work engagement?
- 2d: How does short/long-term moderate the relationship between job autonomy and work engagement?

Employee Resilience

Employee resilience is a personal resource. Resilience helps individuals successfully cope with traumatic events (Connor & Davidson, 2003). Resilience is a capacity to adjust and overcome challenging situations without resulting detrimental effects on well-being (Campbell-Sills & Stein, 2007; Suri & Nash, 2018). Meanwhile, employee resilience is a capability that enables employees to sustainably adapt to the changing situation at work (Näswall, Malinen, Kuntz, & Hodliffe, 2019).

Resilience allows individuals to adapt and function even when significant adversity occurs (Connor & Davidson, 2003). Individuals with high resilience reported an energetic and positive approach to life that eventually will bring a supportive social environment to encourage coping process at the moment of

adversity, not only for themselves but also for others (Tugade & Fredrickson, 2004). Resilience is an important factor to protect the well-being and mental health of individuals. At work, resilience is not only about surviving stressful situations, but also about thriving and having both personal and professional development (Suri & Nash, 2018).

There are two different assumptions about resilience. First, resilience is a personal trait regarding how the individual managing stress or trauma (Wagnild & Young, 1993). Second, resilience is considered to be dynamic and changing over time depends on the situation, environment, and personal factors (Dyer & McGuinness, 1996; Pangallo, Zibarras, Lewis, & Flaxman, 2015). In the present study, we adopt the second assumption, that employee resilience is dynamic as the outcome of interaction between personal and environmental factors. Resilience may be enhanced by having supportive environment interactions (Fletcher & Sarkar, 2013; Kuntz, Malinen, & Näswall, 2017).

Resilience is a personal resource that is relevant in a workplace setting where stress may accumulate due to job demands (Epstein & Krasner, 2013). While the workplace can be the source of stress that is related to negative outcomes such as anxiety, depression, burnout, fatigue, and trauma (Figley, 2002), resilience enhancing employees' ability to deal with a difficult situation, decrease the risk of burnout, and sustaining performance level (Bamba, 2016; Rees, Breen, Cusack, & Hegney, 2015). Resilience was found to be correlated with work engagement and positive work attitudes (Xing & Sun, 2013). Resilience helps employees to face the psychological burden that is triggered by job demands so

that they can get through tough situations and develop a positive mindset that enables them to engage with their work (Rattrie et al., 2020).

Regarding resilience across culture, research conducted among youths from various countries suggests that there is a great variation of how resilience is perceived, the antecedents, and the outcomes (Ungar, 2004). For example, internal locus of control is a great antecedent of resilience among lower-class White Americans, whereas it has no contribution on the lower-class African Americans (Cross, 2003). While cultural values are a social pattern that includes everyday practices, understanding of resilience will become more comprehensive when incorporating these cultural values (Ungar, 2012). Furthermore, given that environmental factors have a crucial role in building resilience (Hobfoll, Halbesleben, Neveu, & Westman, 2018), therefore, in this study, we put cultural values as moderators when analysing the relationship of employee resilience and engagement. However, due to limited information to build on hypotheses, we instead use research questions.

Based on the information presented above, the research questions are:

- 3a: What is the association between employee resilience and work engagement?
- 3b: How does power distance moderate the relationship between employee resilience and work engagement?
- 3c: How does individualism/collectivism moderate the relationship between employee resilience and work engagement?
- 3d: How does short/long-term moderate the relationship between employee resilience and work engagement?

Method

Participants

Table 1 shows the demographic information of the participants.

Participants' average tenure on the latest position was 3 years. 67% of participants were working in the private sector with average of formal education was 15 years. The average of participants' age was 30 years, 43% were male, 45% were female, and 0.5% were gender diverse. For the type of job, the majority were office workers, professional, vocationally trained workers, semi-skilled workers, and other types out of the provided categories.

Table 1

Demographic Information

Individual-level variables	N	Percent	Mean	SD
Tenure (in years)	665		3.66	4.63
Sector				
Government	161	21.60%		
Private	504	67.70%		
Ethnicity based on region				
West	120	18.10%		
Middle	514	77.53%		
East	6	0.90%		
Others	23	3.47%		
Gender				
Male	323	43.40%		
Female	338	45.40%		
Gender diverse	4	0.50%		
Age	665		30.34	8.95
Years of formal education	665		15	3.82
Type of job				
Unskilled or semi-skilled manual worker	128	17.20%		
Generally trained office worker or secretary	121	16.20%		
Vocationally trained craftsperson, technician, IT-specialist, nurse, artist or equivalent	102	13.70%		
Academically trained professional or equivalent (but not a manager of people)	111	14.90%		

Manager of one or more subordinates (non-managers)	30	4%
Manager of one or more managers	15	2%
Others	158	21.20%

Ethnicity was divided based on region; West, Middle, East, and Others.

West region (18% of participants) comprised 12 ethnic groups; Aceh, Batak, Medan, Betawi, Lampung, Jawa, Sunda, Madura, Mandailing, Melayu, Palembang, and Caniago. Middle region (78% of participants) comprised 18 ethnic groups; Bugis, Bali, Bajo, Bandar, Bima, Buton, Flores, Makassar, Manado, Manggarai, Minahasa, Muna, Sangir, Selayar, Toraja, Atinggola, Mandar, and Gorontalo. East region (1% of participants) comprised 4 ethnic groups; Maluku, Ternate, Serui, and Ambon. Others (3% of participants) comprised Chinese, Indian, and others uncategorised. The division into three regions was in accordance with the division of time zones. Besides, each region has more or less similar cultures, customs, and habits. Those included in the "others" are other ethnicities outside of the three other categories.

Measures

The measures to assess cultural values, work engagement, emotional demands, and job autonomy were the scales that have been adapted and validated in Indonesian. Meanwhile, for employee resilience scale we performed back-translation process. The items for each measure are presented in Appendix B.

Demographic. Comprised questions about gender, age, education, ethnicity, nationality, tenure, and job sector.

Cultural Values. Measured by using the Value Survey Module 2013 (VSM 2013) that has been adapted into Indonesian (Hofstede & Minkov, 2013). A sample item of this scale is “Have sufficient time for your personal or home life”. Participants rated this measure on a five-point Likert scale, the response labels are varied depending on the question, for example, question 1 - 14 uses “of utmost importance” = 1 to “of very little or no importance” = 5, and question 21 - 24 uses “strongly agree” = 1 to “strongly disagree” = 5. According to the VSM 2013 manual, the reliability of each dimension is over .70 (Hofstede & Minkov, 2013). Reliability should be calculated at the country level with at least 10 groups comparison for better reliability result. As the present study only focuses on one country, the Cronbach’s alpha levels are based on individuals and will not be comparable to those in the VSM manual (Hofstede & Minkov, 2013). However, they were still calculated for transparency. We found the reliability for power distance = .21, individualism/collectivism = .65, and long-term/short-term orientation = .38.

For the index of cultural values dimensions, the calculation for each dimension index was based on the VSM 2013 manual (see Appendix D). We compared our result with Hofstede's findings. Hofstede (1982) studied Indonesia’s culture in the workplace and business setting. Based on the culture values index he found high power distance, collectivism, and long-term orientation. We had similar results to Hofstede's except for collectivism, where we instead found high individualism.

Table 2*Cultural Values Dimensions' Index*

Hofstede's*		Current study's	
PDI	78 (high power distance)	PDI	62 (high power distance)
IDV	14 (collectivism)	IDV	72 (individualism)
LTO	62 (long-term orientation)	LTO	72 (long-term orientation)

**Indonesia's scores according to previous Hofstede's study*

Work Engagement. Measured with The Utrecht Work Engagement Scale – 9 (UWES – 9) by Schaufeli and Bakker (2003) ($\alpha = .91$) that have been adapted into Indonesian by Kristiana, Fajrianthi, and Purwono (2019) ($\alpha = .85$). In this study we found a reliability of $\alpha = .94$ ($n = 629$). The scale has 17 items. The response categories ranging from “never” = 0 to “every day” = 6. The sample item of this scale is “At my work, I feel bursting with energy”.

Emotional Demands. Measured by utilising emotional demands dimension ($\alpha = .80$) of The Copenhagen Psychosocial Questionnaire (COPSOQ) by Kristensen, Hannerz, Høgh, and Borg (2005) that adapted into Indonesian by Ginting and Näring (2019) ($\alpha = .70$). In this study we found the reliability $\alpha = .68$ ($n = 620$). The scale has 3 items; “1) Does your work put you in emotionally disturbing situations? 2) Do you have to deal with other people's personal problems as part of your work? 3) Is your work emotionally demanding?”. Five-point format used for response categories. The first and second items use; always = 5, often = 4, sometimes = 3, seldom = 2, and never/hardly ever = 1, and the third item uses; to a very large extent = 5, to a large extent = 4, somewhat = 3, to a small extent = 2, and to a very small extent = 1.

Job Autonomy. Indonesian adaptation of The Work Design Questionnaire (WDQ) by Morgeson and Humphrey (2006) was used to assess job autonomy. This scale was translated into Indonesian by Hawjeng Chiou, Yi-Chun Chou, and Pi-Fang Lin (2019). The original scale has reliability $\alpha = .87$, meanwhile in this study the reliability was $\alpha = .93$ ($n = 620$). The scale has nine items and responses with a 5-point scale, ranging from “strongly disagree” = 1 to “strongly agree” = 5. An example of item is; “The job gives me considerable opportunity for independence and freedom in how I do the work”.

Employee Resilience. was measured by using the nine items of Employee Resilience Scale ($\alpha = .90$) by Näswall et al. (2019). The scale is a 5-point Likert scale range from “almost never” = 1 to “almost always” = 7. The sample item of this scale is “I effectively collaborate with others to handle challenges at work”. The back-translation process was conducted before using this scale.

Translation and Adaptation Process of Employee Resilience Scale

Translation and adaptation processes were applied for the employee resilience scale (see Appendix E for more detailed) to create an Indonesian version. Researcher (native Indonesian) performed forward translation from English to Indonesian. After that, the translation was reviewed by SME1 (I/O Psychologist in Indonesia with a good comprehension of English). Some changes were made based on SME1 suggestions. Following that, the Indonesian translation was sent to SME2 (I/O Psychologist and academician with good English comprehension). SME2 did the back translation from Indonesian back to English.

After the back-translation process was completed, the next step was to bring the result to eight SMEs (I/O Psychologists in Indonesia and have a good comprehension of English) for rating. This method is based on Sperber (2004) work, for the rating he scored 1 for the best agreement and 7 for the worst, but in this study we reversed the score; 1 for the worst agreement and 7 for the best agreement. Any mean score lower than 3 necessitates a formal review of the translation.

To compare original English scale to English translation, the criteria were: comparability of language (how comparable are the wordings used?) and similarity of interpretation (how similar is the interpretation even if the words used are different?). Meanwhile, to compare original English scale and Indonesian translation, the criteria were: suitability of translation (how suitable is the translation compared to the original?) and comprehensibility of translation (would the translation be understood similarly in Indonesian?). The original scale and English translation comparison indicated good comparability and similarity. The original scale and Indonesian translation also showed good suitability and comprehensibility.

Subsequently, we conducted factor analysis for the scale, table 3 shows the factor analysis result. Factor analysis was performed with principal axis factoring and oblique rotation. The assumption for sphericity was checked, KMO (.87) and Bartlett's test ($p < .001$) showed significant result. Factor loadings should be greater than .40 with eigenvalues greater than one to be considered for inclusion (DeVellis, 2012). The original version of the scale was unidimensional. In this

study, we found the scale has two dimensions, yet by removing item number 2 we can have unidimensional scale as the original scale. Hence, in all subsequent analyses item 2 was excluded.

Table 3

Factor Analysis of Employee Resilience Scale

Item	Factor 1	Factor 2	h^2
1. I effectively collaborate with others to handle unexpected challenges at work	.67	-.19	.48
2. I successfully manage a high workload for long periods of time	.14	.33	.13
3. I resolve crises competently at work	.62	-.23	.44
4. I learn from mistakes at work and improve the way I do my job	.79	-.12	.63
5. I re-evaluate my performance and continually improve the way I do my work	.84	-.19	.74
6. I effectively respond to feedback at work, even criticism	.78	-.11	.62
7. I seek assistance to work when I need specific resources	.68	.15	.48
8. I approach managers when I need their support	.42	.84	.88
9. I use change at work as an opportunity for growth	.61	.17	.40
Eigenvalue	3.79	1.02	
Percent of the variance (after extraction)	42.09	11.28	
Factor correlations	.27		

Note. Principal axis factor analysis, oblimin rotation ($N = 615$)

Pilot Testing

Prior to data collection, we did pilot testing for all scales in New Zealand ($n = 5$) and in Indonesia ($n = 39$). We found no major problems with the scales so that we started to distribute the survey.

Procedures

This study used a quantitative cross-sectional design. The data collection process utilised Qualtrics as an online survey platform. Only participants that completed the whole survey were included in analysis. The survey started to distribute on 12 August 2020 and ended on 25 September 2020. Indonesians who had worked for at least 6 months and 18 years of age or older were invited. Participants were recruited using snowball sampling. The researcher sent the survey link to several colleagues and asked them to pass it on to other colleagues. We shared the survey link via social media channels such as Twitter, LinkedIn, WhatsApp, and Facebook. In the survey introduction we have explained the aim of the study was to examine the moderating role of cultural values on the relationship of demands – resources on work engagement. We also provided our contact details if participants have concerns regarding the study. For the incentives, the participants were entered into a raffle to win one of 150 vouchers from financial technology providers in Indonesia (OVO and Go-Pay) each valued IDR50.000. This study has been reviewed and approved by the University of Canterbury Human Ethics Committee.

Results

IBM SPSS Statistics 22 was used for the analysis. Table 4 shows the correlations and descriptive statistics of the variables. Emotional demands, job autonomy, and employee resilience average scores seemed to indicate moderate to high levels, and work engagement average suggested high levels of work engagement.

Job Demands – Resources Effect on Work Engagement

Regression analyses were conducted to investigate the effects of demands and resources on work engagement. Table 5 shows the variance explained, was $R^2 = .33$. It means that emotional demands, job autonomy, and employee resilience contributed to 33 % of the variation in work engagement.

This result answered research questions 1a, 2a, and 3a. Job autonomy and employee resilience were positively associated with work engagement. This result suggests that when job autonomy and employee resilience are high, work engagement levels also tend to be high. Emotional demands were negatively related to work engagement, means that when emotional demands are increase, work engagement tends to decrease.

Table 4*Correlations and Descriptive Statistics*

	M	Range	SD	N	1	2	3	4	5	6	7
1 Power distance	2.41	1-5	0.53	639							
2 Individualism/collectivism	2.00	1-5	0.65	639	.46**						
3 Long/short-term orientation	1.91	1-5	0.46	639	.29**	.41**					
4 Work engagement	5.04	0-6	1.26	629	.13**	-.05	-.19**				
5 Emotional demands	2.65	1-5	0.83	620	-.04	-.03	.12**	-.30**			
6 Job autonomy	3.47	1-5	0.82	620	-.20**	-.17**	-.03	.18**	-.04		
7 Employee resilience	5.26	1-7	1.23	615	.10*	-.13**	-.15**	.49**	-.12**	.03	

* $p < .05$;** $p < .01$

Table 5

Result of Regression Analysis of Emotional Demands, Job Autonomy, and Employee Resilience on Work Engagement

Variable	Work engagement		
	B	β	<i>p</i>
Constant	2.65		.00
Emotional demands	-.37	-.24	.00
Job autonomy	.25	.16	.00
Employee resilience	.48	.46	.00
Adjusted R ²	.33		

Note. *N* = 615

Moderation Analyses

Hierarchical regression was performed to assess the moderation effect of cultural values (see Table 6). To do so, first, the independent variables (emotional demands, job autonomy, and employee resilience) and the moderators (cultural values dimensions) were centered by subtracting the mean of the variables from each mean index. Following that, we created the interaction terms for the independent variables and the moderators by multiplying them with each other. These centered variables and interaction terms were used for in the moderated regression analysis. For analysing the moderating effect, in step 1 we entered the centered independent variable and centered moderators while in step 2 we entered the interaction terms. The coefficient for the interaction terms determined either the interaction was significant or non-significant. For plotting the interactions, an Excel macro (<http://www.jeremydawson.co.uk/slopes.htm>) provided by Jeremy Dawson (2014) was utilised. This study used 2-way unstandardised macro.

Table 6*Moderation Analyses*

Variable	Predictor: Emotional demands			Predictor: Job autonomy			Predictor: Employee resilience		
	B	SE	β	B	SE	β	B	SE	β
<i>Step 1</i>									
Constant	5.04**	.05		5.04**	.05		5.04**	.04	
Emotional demands	-.46**	.06	-.30**						
Job autonomy				.31**	.06	.20**			
Employee Resilience							.51**	.04	.50**
PDI	.00	.00	.02	.00	.00	.07	-.00	.00	-.04
IDV	-.00	.00	-.04	-.00	.00	-.03	-.00	.00	-.07
LTO	.00	.00	.07	.001*	.00	.09*	.00	.00	.05
R ² (adjusted)	.09			.04			.25		
<i>Step 2</i>									
Constant	5.04**	.05		4.96**	.05		5.02**	.05	
Emotional demands	-.47**	.06	-.31**						
Job autonomy				.36**	.06	.23**			
Employee Resilience							.54**	.04	.52**
PDI	.00	.00	.03	.00	.00	.07	-.00	.00	-.04
IDV	-.00	.00	-.04	-.00	.00	.02	-.00	.00	-.06
LTO	.00	.00	.06	.001*	.00	.10*	.00	.00	.03
PDI*Variable	-.001*	.00	-.10*	-.01**	.00	-.22**	.001**	.00	.12**
IDV*Variable	-.00	.00	-.07	.00	.00	-.01	.00	.00	.05
LTO*Variable	.00	.00	-.01	-.01**	.00	-.15**	-.00	.00	-.03
R ² (adjusted)	.10			.12			.26		
R ² change	.01			.08			.02		

* $p < .05$, ** $p < .01$

Power Distance

The result suggests that power distance was a significant moderator of the relationships between emotional demands, job autonomy, and employee resilience, and work engagement. The following provide information to answer research questions 1b, 2b, and 3b. Figure 2 shows the interaction of power distance and emotional demands on work engagement. The combination of high power distance and low emotional demands was related to the highest work engagement levels (5.62). Meanwhile, the combination of high power distance and high emotional demands associated with the lowest work engagement levels (4.57).

Figure 2

Interaction of Power Distance and Emotional Demands on Work Engagement

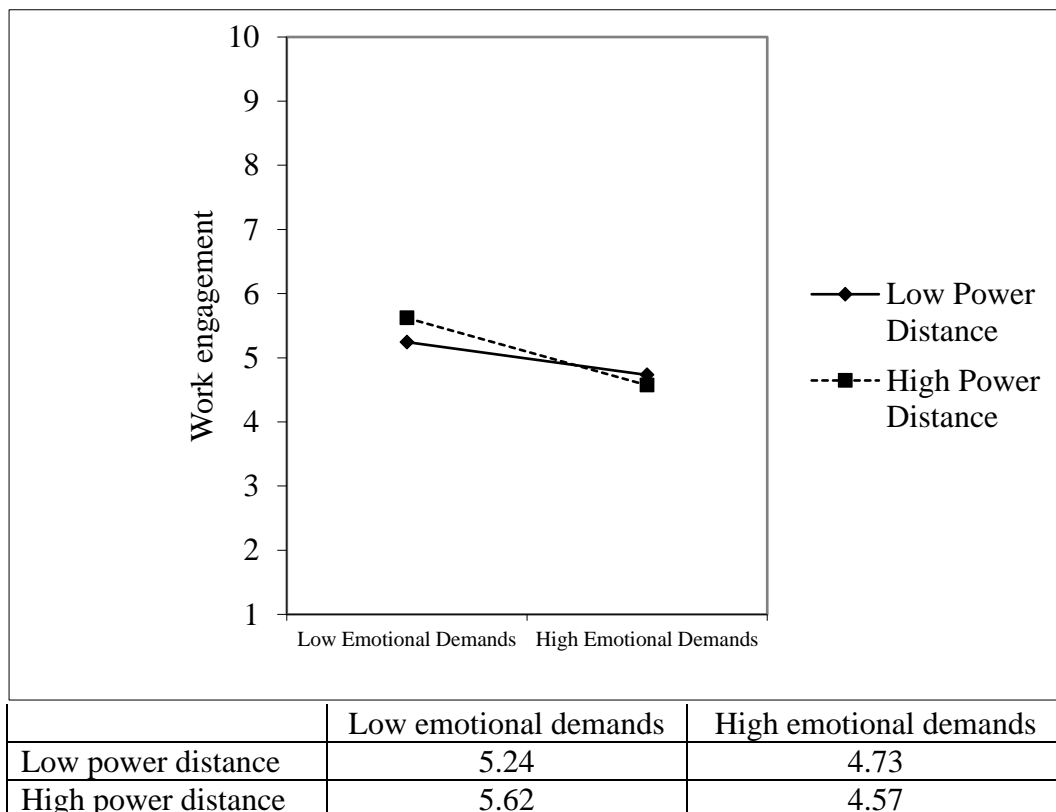


Figure 3 depicts the interaction of power distance and job autonomy on work engagement. Low power distance and high job autonomy were related to the highest work engagement levels (5.46). In contrast, those with the combination of low power distance and low job autonomy had to the lowest work engagement levels (4.26).

Figure 3

Interaction of Power Distance and Job Autonomy on Work Engagement

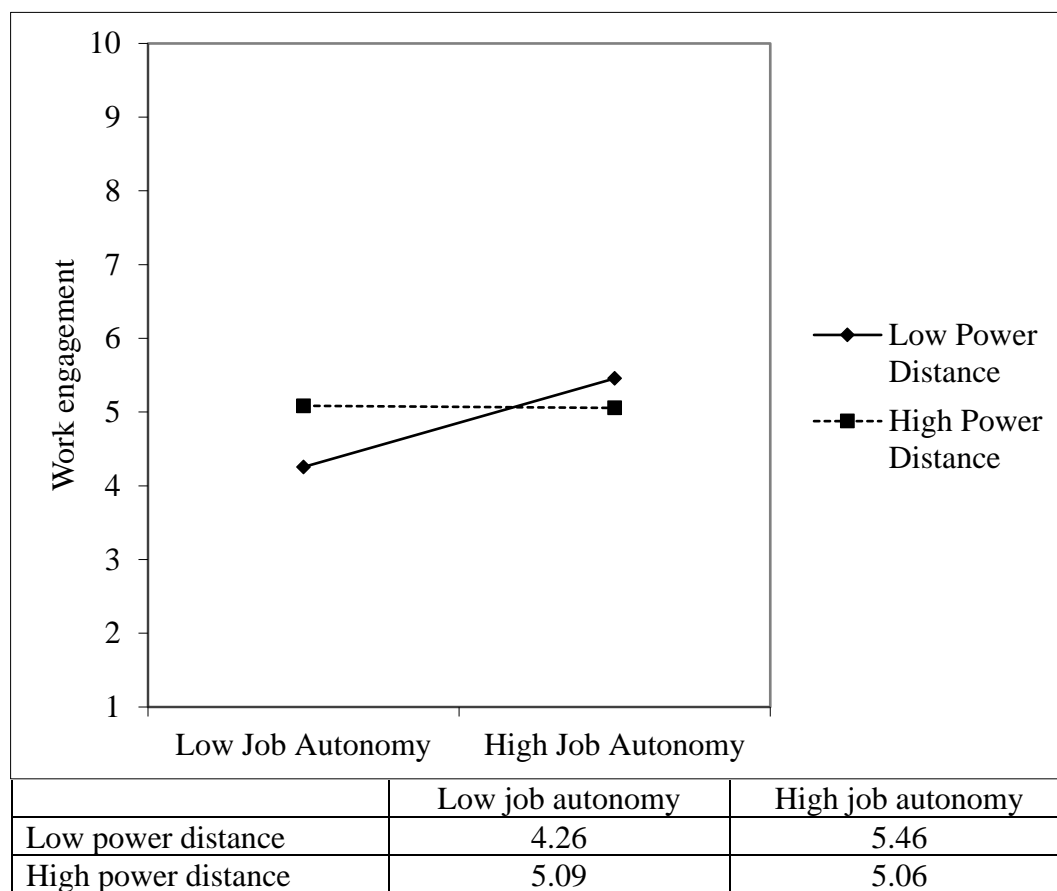
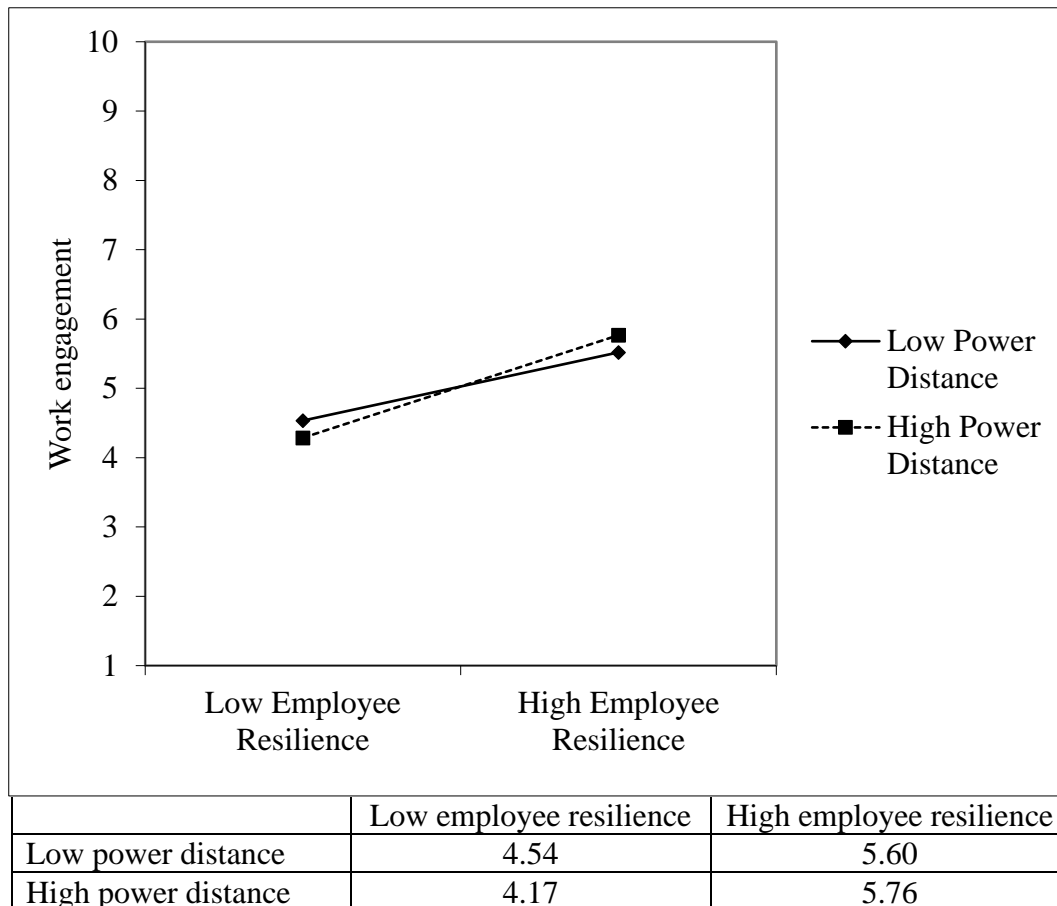


Figure 4 shows the interaction of power distance and employee resilience on work engagement. The combination of high power distance and high employee resilience was related to the highest work engagement levels (5.76). Conversely,

those with the combination of high power distance and low employee resilience had the lowest work engagement levels (4.17).

Figure 4

Interaction of Power Distance and Employee Resilience on Work Engagement



Individualism/Collectivism

Individualism was found to be non-significant as a moderator. This answered research questions 1c, 2c, and 3c.

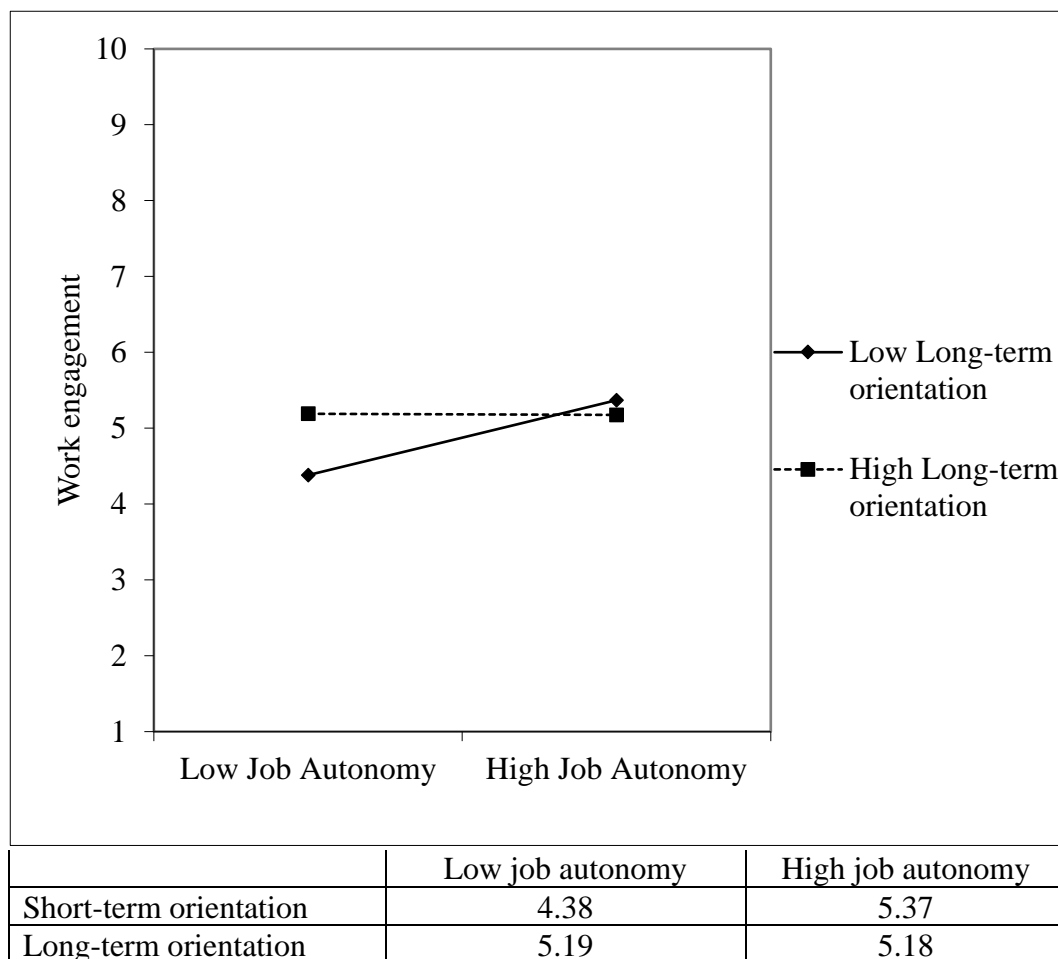
Long/Short-Term Orientation

Long-term orientation was only a significant moderator for the relationship between job autonomy and engagement. This answered research

questions 1d, 2d, and 3d. Figure 5 shows the interaction of long/short-term orientation and job autonomy on work engagement. Short-term orientation and high job autonomy were related to the highest work engagement levels (5.37). Meanwhile, the combination of short-term orientation and low job autonomy was related to the lowest work engagement levels (4.38).

Figure 5

Interaction of Long/Short-Term Orientation and Job Autonomy on Work Engagement



Discussion

Job Demands – Resources and Work Engagement

In addition to investigating the moderating effect of cultural values in the relationship between job demands – resources and work engagement, this study also examined the direct relationship of job demands – resources to work engagement. We found that emotional demands, job autonomy, and employee resilience significantly contributed to work engagement. In addition, we found that employee resilience presented the strongest coefficient in relation to work engagement, followed by emotional demands and job autonomy.

There was a positive relationship between employee resilience and work engagement. This is in line with what was suggested by Bakker and Demerouti, (2016) that resilience as a personal resource is the predictor of work engagement. Resilience is one of the personal resources that helps individuals to adapt and face difficult situations so that they can bounce back, and when employees can overcome the obstacles they experienced in the workplace, this will enable them to see the positive side of their work and become engaged.

Emotional demands had a negative relationship with work engagement, which suggests that if employees have a high level of emotional demands, their levels of work engagement tend to be low. This is in line with the finding put forward by Xanthopoulou, Bakker, and Fischbach (2013) that emotional demands and work engagement are negatively correlated as the strain caused by emotional demands could bring pressure and eventually deplete the engagement. When individuals feel high emotional demands, it is vulnerable to causing stress,

frustration, and tension that bring individuals to become difficult to have a positive attitude towards their works.

Further, job autonomy and work engagement were also positively related, which indicates that the higher job autonomy, the higher employees' work engagement level will be. Previous research by Bakker (2005) also emphasises that job autonomy brings a significant positive consequence to work engagement due to the possibility of having the authority to carry out the works. Job autonomy is important for employees to be able to be more flexible in determining how to complete a task so that they feel in control, this in turn contributes to make them feel engaged with their work.

Cultural Values as Moderators

Emotional Demands, Cultural Values, and Work Engagement

Among other cultural values dimensions, only power distance significantly moderated the relationship between emotional demands and engagement. The combination of high power distance and low emotional demands seemed to be associated with the highest levels of work engagement, compared to other combinations of power distance and emotional demands. Meanwhile, the lowest work engagement levels resulted from the combination of high power distance and high emotional demands. Furthermore, the interaction plot suggests that when power distance is low, emotional demands are less detrimental to work engagement.

High power distance culture gives unequal power between the leaders and subordinates. This affects the reporting relation where it is structured into a tall

hierarchy and subordinates will do what their leaders expect them to perform without questioning (Hofstede, 2010). However, the unequal power to make decisions (complex decisions were mostly made by the leaders) and the strict rules and procedures (employees should just follow the rules and procedures) in high power distance culture, in turn, may help to decrease ambiguity and stress-related work (Peterson et al., 1995). Hence, high power distance can result in either the highest or lowest work engagement levels depending on the degree of emotional demands.

Job Autonomy, Cultural Values, and Work Engagement

Power distance and long-term/short-term orientation significantly moderated the relationship between job autonomy and work engagement. The result suggests that the combination of low power distance and high job autonomy resulted in the highest levels of work engagement. On the contrary, the combination of low power distance and low job autonomy showed the lowest work engagement levels. When power distance is high, the impact of job autonomy is weaker than when power distance is low.

Low power distance enables employees to possess power in making their own decision and have the freedom to express their opinion to the authorities. High job autonomy allows the employees to determine how they want to carry out their work. Altogether, low power distance and high job autonomy are the combinations that facilitate the employees to feel their works are in control and make them easier to solve problems or create innovations at work due to the

autonomy that they have. Low power distance tends to result in better work engagement (Sriput, 2014) and job satisfaction (Lee & Antonakis, 2014).

The combination of short-term orientation and high job autonomy generated the highest work engagement levels. Meanwhile, the combination of short-term orientation and low job autonomy produced the lowest work engagement levels. In addition, according to the interaction plot, when employees have short-term orientation, the impact of job autonomy is weaker compared to when they have long-term orientation.

Short-term orientation emphasises the current well-being and makes the most of the available resources for the present pleasure. Combined with high job autonomy, we found this brings a better level of engagement. We assume that may be due to the well-being side of short-term orientation (Jung, Bass, & Sosik, 1995) and autonomy to freely express ideas that build a positive attitude in the workplace. Short-term orientation equips employees to be in the present and enjoy what they have now without too much thinking about the future (Hofstede, 2002; Jung et al., 1995). Therefore, this allows employees to engage with their work.

Employee Resilience, Cultural Values, and Work Engagement

Power distance significantly moderated the relationship between employee resilience and work engagement. The combination of high power distance and high employee resilience generated the highest levels of work engagement whereas the combination of high power distance and low employee resilience produced the lowest work engagement levels. In addition, when power distance is high, the impact of higher resilience is better. However, based on the interaction

plot, it should be noted that the difference between high and low power distance is small, so that we may say that the impact of power distance is not very large.

Previous research (Rattrie et al., 2020) suggests that high power distance reduces the positive effect of resources, but in this study, we found that the interaction between high power distance and a personal resource (high resilience) was associated with the highest work engagement levels. High power distance has an adaptive function in preserving the positive self. Power distance may act as a cognitive strategy when facing a complex situation, employees can just rely on the authorities to decide about it (Lian et al., 2012). High power distance provides an adaptive function to cope with a difficult situation (Lin et al., 2013) and resilience brings the capacity to bounce back after a tough situation. For that reason, this combination of high power distance and high employee resilience seems to be advantageous for employees to be engaged.

Implications

This research was expected to provide insight that can enrich the literature related to the role of cultural values in I/O Psychology. Further, the employee resilience scale that we have adapted to Indonesian may facilitate the future research to save time as there is no need to carry out the back-translation process from the beginning. In practical terms, the findings about cultural values may help the organisation to be able to see the cultural values as something important to be considered and integrated with when building organisational culture.

This present study provides an illustration that what we may think as an ideal characteristic or combination does not always result the best outcomes. For

example, there may be an assumption that low power distance as an ideal factor that contributes to positive organisational outcomes as the power gap between the leaders and employees is narrow, which in fact, in this study we found that it was not always the case. High power distance combined with job demands or resources was related to higher work engagement levels. Meanwhile, we also found that when power distance was high, the difference in work engagement between high and low job autonomy is small.

Further, there is only a limited number of studies that explore the role of cultural values on aspects related to work. Particularly in the Indonesian sample, we have not found any studies that have explored the same topic before. In addition, other research conducted in Indonesia mostly used a sample from the western part of Indonesia, especially from Java ethnicity (Mangundjaya, 2013; Perdana, 2014), including research conducted by Hofstede in 1982 which was only conducted on approximately 20 people, most of them were Java and worked at the same level as manager. Meanwhile, in this study, our sample mostly from the middle of Indonesia and work in various job levels in both private and government sectors so that it is hoped that this study provided a different point of view. With regard to the cultural values dimensions, the results of the present study indicating high individualism were different from Hofstede (1982) who found high collectivism. It could be due to the development of society, shifts in ways of life, globalisation, or acculturation. It may be worth noting.

Limitations and Suggestions for Future Research

Several limitations in this study should be considered in understanding the overall results. First, the number of participants, while sufficiently large to detect significant effects based on a power analysis, it was probably insufficient in terms of representing the diversity in the country's cultural groups and values. It would be valuable for further research to involving a larger number of participants with a more even distribution across the entire region of the country and different occupational groups, and not only concentrated on a particular region or ethnicity to provide a better picture of cultural values.

Second, in this study, our aim was to analyse the moderating effect of three cultural values dimensions within one country. Future research may further expand the study by also making comparisons across countries, both with countries that have a culture values index are similar or very different. This may show a better pattern and provide a clearer understanding of the role of cultural values in moderating demands and resources to work engagement by having country level comparisons.

Besides, future research may try to be include more non-Western perspectives and take cultural values into account in terms of what theories are used and what happens in organisations. Studies suggest that organisational theories are influenced by culture values as they are not culture-free (Braun & Warner, 2002; Hofstede, 2001). However, most of the research in the leading journal such as *Psychological Science* relies heavily on Western samples (Rad, Martingano, & Ginges, 2018). There are only a few authors in the area of

organisational strategy that mentioned cultural values and most of the influential references are from the US with a limited discussion about cultural values. There is rarely attempted to understand other cultural values impact on organisational outcomes (Hammerich & Lewis, 2013).

Third, as our research was cross-sectional, we cannot support any causal inferences. Future research can use using longitudinal design to investigate the temporal relationship. Besides, it was not our intention in this exploratory study to determine causality, but to investigate how the relationship between demands, resources, and work engagement varies as a function of cultural values.

For a more in-depth understanding, research with a mixed method that also collects qualitative data may present more detailed information on clarifying the role of cultural values. In this study, we could not describe the exact role of cultural values and how far they influence workplace situations due to the limitation of the data. Otherwise, an ethnographic approach can be applied to for a more in-depth investigation of cultural matters.

Fourth, the VSM-2013 that we used to measure cultural values showed a moderate to low reliability. Whalen (2016) found a similar result when testing for reliability. Although it has been mentioned in the manual that larger group comparisons are needed to obtain satisfying reliability, this seems to be the case in the present study. Spector, Cooper, and Sparks (2001) have also suggested that Hofstede's cultural values lack satisfactory psychometric properties. Other studies in the future that intend to measure cultural values may use other measures, that

could be a specific measure to each culture dimension or a measure with individual-level analysis.

Another suggestion regards the elaboration on cultural values dimensions in the workplace context. It is assumed that long-term orientation makes the employees willing to put in more effort to anticipate what may happen in the future (Jung et al., 1995). It could be valuable if other research explores the direct contribution of long-term orientation to organisational or work outcomes. In addition, as Rattrie et al. (2020) suggested that the motivating effect of job resources slightly weakened in the high power distance and long-term orientation settings, conducting research in the low power distance and short-term orientation society may serve an interesting result for comparison.

Conclusion

Regardless of the limitations, this study has contributed to the development of literature related to the role of cultural values in the organisational-related variables. It emphasises the importance of considering cultural values in understanding the job demands – resources relationship with engagement. Building an understanding of the subtle yet important influence of cultural values may provide meaningful input for both academics and practitioners. The results provided may be used by organisations in developing their strategies or practices to support work engagement. Finally, this study calls for the next research to investigate more about the extent and magnitude of the influence that cultural values exert on the workplace-related variables.

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Appendices

Appendix A – Survey information sheet

Survey Information Sheet

I am Nurfadhilah, I am doing my postgraduate in Applied Psychology. The aim of this study is to examine the role of cultural values in moderating the influence of job demands and job resource on work engagement.

Individuals who are aged at least 18 and have been worked for minimum 6 months are welcome to participate in this study. If you choose to take part in this study, your involvement in this project will be by answering the questions given in the survey. It may take approximately 10 minutes to be completed.

Your participation is voluntary, and you may withdraw at any time without penalty. If you want to withdrawal during the survey, you can simply close the internet browser.

The results of the study may be published, but you are assured of the complete confidentiality of data gathered: your identity will anonymous and will not be made public without your prior consent. The data will be stored securely on password-protected computers and only accessible to the researcher and supervisors in this study. The data will be destroyed when no longer required for the research. A thesis is a public document and will be available through the UCLibrary.

Please indicate to the researcher if you would like to receive a copy of the summary of results of the study.

The study is being carried out as requirement for Master of Science in Applied Psychology by Nurfadhilah under the supervision of Katharina Naswall, who can be contacted at katharina.naswall@canterbury.ac.nz. She will be pleased to discuss any concerns you may have about participation in this study.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

Please click “yes” if you agree to participate in this study.

Yes

Appendix B – The scales

Appendix B.1 – Values survey module and demographic

Values Survey Module 2013

Values survey module 2013 (VSM 2013) to measure national cultural values

Hofstede, G., & Minkov, M. (2013). *Values survey module*. Online:
www.geerthofstede.eu

Please think of an ideal job, disregarding your present job, if you have one. In choosing an ideal job, how important would it be to you to ...						
VSM1	Have sufficient time for your personal or home life	1	2	3	4	5
VSM2	Have a boss (direct superior) you can respect	1	2	3	4	5
VSM3	Get recognition for good performance	1	2	3	4	5
VSM4	Have security of employment	1	2	3	4	5
VSM5	Have pleasant people to work with	1	2	3	4	5
VSM6	Do work that is interesting	1	2	3	4	5
VSM7	Be consulted by your boss in decisions involving your work	1	2	3	4	5
VSM8	Live in a desirable area	1	2	3	4	5
VSM9	Have a job respected by your family and friends	1	2	3	4	5
VSM10	Have chances for promotion	1	2	3	4	5
In your private life, how important is each of the following to you:						
VSM11	Keeping time free for fun	1	2	3	4	5
VSM12	Moderation: having few desires	1	2	3	4	5
VSM13	Doing a service to a friend	1	2	3	4	5
VSM14	Thrift (not spending more than needed)	1	2	3	4	5

Question 1-14

1 = of utmost importance

2 = very important

3 = of moderate importance

4 = of little importance

5 = of very little or no importance

Choose one of the options						
VSM15	How often do you feel nervous or tense?	1	2	3	4	5
VSM16	Are you a happy person?	1	2	3	4	5

VSM17	Do other people or circumstances ever prevent you from doing what you really want to?	1	2	3	4	5
VSM18	All in all, how would you describe your state of health these days?	1	2	3	4	5
VSM19	How proud are you to be a citizen of your country?	1	2	3	4	5
VSM20	How often, in your experience, are subordinates afraid to contradict their boss (or students their teacher?)	1	2	3	4	5

Question 15-16

- 1 = always
- 2 = usually
- 3 = sometimes
- 4 = seldom
- 5 = never

Question 17

- 1 = yes, always
- 2 = yes, usually
- 3 = sometimes
- 4 = no, seldom
- 5 = no, never

Question 18

- 1 = very good
- 2 = good
- 3 = fair
- 4 = poor
- 5 = very poor

Question 19

- 1 = very proud
- 2 = fairly proud
- 3 = somewhat proud
- 4 = not very proud
- 5 = not proud at all

Question 20

- 1 = never
- 2 = seldom
- 3 = sometimes
- 4 = usually
- 5 = always

To what extent do you agree or disagree with each of the following statements?						
VSM21	One can be a good manager without having a precise answer to every question that a subordinate may raise about his or her work	1	2	3	4	5
VSM22	Persistent efforts are the surest way to results	1	2	3	4	5
VSM23	An organization structure in which certain subordinates have two bosses should be avoided at all cost	1	2	3	4	5
VSM24	A company's or organization's rules should not be broken - not even when the employee thinks breaking the rule would be in the organization's best interest	1	2	3	4	5

Question 21-24

1 = strongly agree

2 = agree

3 = undecided

4 = disagree

5 = strongly disagree

VSM25	Are you	1. Male 2. Female 3. Gender diverse
VSM26	How old are you?	
VSM27	How many years of formal school education (or their equivalent) did you complete (starting with primary school)?	
VSM28	If you have or have had a paid job, what kind of job is it / was it?	1. No paid job (includes full-time students) 2. Unskilled or semi-skilled manual worker 3. Generally trained office worker or secretary 4. Vocationally trained craftsperson, technician, IT-specialist, nurse, artist or equivalent 5. Academically trained professional or equivalent (but not a manager of people)

		6. Manager of one or more subordinates (non-managers) 7. Manager of one or more managers
VSM29	What is your nationality?	
VSM30	What was your nationality at birth (if different)?	

Additional Demographic Questions

D1	How long you have been working in your current position?	
D2	What sector do you work in?	1 = Government 2 = Private
D3	What is your ethnicity?	

Appendix B.2 – Indonesian version of values survey module and demographic

Values survey module 2013 Bahasa Indonesia

Original	Hofstede, G., & Minkov, M. (2013). <i>Values survey module</i> . Online: www.geerthofstede.eu
Translation	Perdhana, M. S. (2014). <i>Cultural Values and Leadership Styles of Managers in Indonesia: Javanese and Chinese Indonesian</i> . (February), 465.

Mohon pikirkan sebuah pekerjaan yang ideal, diluar pekerjaan yang anda miliki sekarang (jika Anda sudah bekerja). Dalam memilih sebuah pekerjaan yang ideal, seberapa pentingkah bagi Anda untuk....						
VSM1	Memiliki cukup waktu luang untuk diri sendiri / keluarga Anda	1	2	3	4	5
VSM2	Memiliki atasan (langsung) yang dapat dihormati	1	2	3	4	5
VSM3	Mendapat pengakuan bila kinerja Anda bagus	1	2	3	4	5
VSM4	Memiliki jaminan kelanggengankerja	1	2	3	4	5
VSM5	Bekerja dengan orang-orang yang menyenangkan	1	2	3	4	5
VSM6	Melakukan pekerjaan yang menarik	1	2	3	4	5
VSM7	Diajak berdiskusi oleh atasan Anda dalam pengambilan keputusan yang terkait dengan tugas pokok Anda di kantor	1	2	3	4	5
VSM8	Tinggal di lingkungan yang menyenangkan	1	2	3	4	5
VSM9	Memiliki pekerjaan yang dihormati oleh keluarga dan teman-teman Anda	1	2	3	4	5
VSM10	Memiliki peluang untuk dipromosikan ke jenjang karir (jabatan) yang lebih tinggi	1	2	3	4	5
Dalam kehidupan pribadi Anda, seberapa penting hal-hal berikut bagi Anda:						
VSM11	Memiliki waktu luang untuk bersenang-senang	1	2	3	4	5
VSM12	Tidak memiliki keinginan yang muluk-muluk	1	2	3	4	5
VSM13	Murah hati kepada orang lain	1	2	3	4	5
VSM14	Kesederhanaan: rendah hati, cenderung menyembunyikan kelebihan yang Anda miliki daripada menunjukkannya terang-terangan kepada orang lain	1	2	3	4	5

Pertanyaan 1-14

- 1 = sangat amat penting
 2 = sangat penting
 3 = penting
 4 = agak penting
 5 = kurang / tidak penting

Silahkan memilih jawaban yang sesuai dengan Anda						
VSM15	Seberapa sering Anda merasa gugup atau tegang?	1	2	3	4	5
VSM16	Apakah Anda pribadi yang bahagia?	1	2	3	4	5
VSM17	Apakah orang lain atau situasi tertentu pernah menghalangi Anda dalam melakukan hal yang Anda inginkan?	1	2	3	4	5
VSM18	Secara keseluruhan, bagaimana Anda menjabarkan kondisi kesehatan Anda sekarang?	1	2	3	4	5
VSM19	Seberapa bangga Anda menjadi menjadi Warga Negara Indonesia?	1	2	3	4	5
VSM20	Berdasarkan pengalaman Anda, seberapa sering bawahan merasa takut untuk mengemukakan pendapat yang berlainan dengan atasan mereka?	1	2	3	4	5

Pertanyaan 15-16

- 1 = selalu
 2 = sering
 3 = kadang-kadang
 4 = jarang
 5 = tidak pernah

Pertanyaan 17

- 1 = ya, selalu
 2 = ya, seringkali begitu
 3 = terkadang
 4 = tidak, jarang
 5 = tidak, tidak pernah

Pertanyaan 18

- 1 = sangat baik
 2 = baik
 3 = biasa saja
 4 = buruk
 5 = sangat buruk

Pertanyaan 19

- 1 = tidak bangga sama sekali

- 2 = tidak begitu bangga
 3 = agak bangga
 4 = bangga
 5 = sangat bangga

Pertanyaan 20

- 1 = tidak pernah
 2 = jarang
 3 = terkadang
 4 = sering
 5 = selalu

Seberapa jauh Anda setuju / tidak setuju dengan pernyataan berikut?						
VSM21	Seseorang dapat menjadi manajer yang baik tanpa harus memiliki jawaban yang tepat terhadap setiap pertanyaan yang ditanyakan oleh bawahannya di tempat kerja	1	2	3	4	5
VSM22	Usaha yang tekun akan selalu membuahkan hasil	1	2	3	4	5
VSM23	Dalam struktur perusahaan, seorang bawahan tidak boleh melapor kepada dua atasan yang berbeda, apapun resikonya	1	2	3	4	5
VSM24	Aturan perusahaan hendaklah jangan dilanggar oleh karyawan, walaupun mungkin hal tersebut dirasa akan menguntungkan perusahaan	1	2	3	4	5

Pertanyaan 21-24

- 1 = sangat setuju
 2 = setuju
 3 = tidak tahu
 4 = tidak setuju
 5 = sangat tidak setuju

VSM25	Apakah Anda	1. Laki-laki 2. Perempuan 3. Ragam gender lainnya
VSM26	Berapa usia Anda?	
VSM27	Berapa tahun pendidikan formal (atau setara) yang telah Anda jalani dan selesaikan (dimulai dari sekolah dasar)?	
VSM28	Apakah Anda memiliki pekerjaan dan mendapatkan gaji dari pekerjaan tersebut? Jika ya, pekerjaan apakah itu?	1. Tidak memiliki pendapatan dari pekerjaan (termasuk pelajar/mahasiswa)

		2. Pekerja tidak terlatih atau semi terlatih 3. Pekerja kantor terlatih/sekretaris 4. Pekerja terlatih; pekerja seni, teknisi, IT-spesialis, perawat, artis atau sejenisnya 5. Profesional yang terdidik secara akademis atau sejenisnya (tetapi bukan manajer dari sekelompok orang) 6. Manajer dari satu orang atau lebih yang tidak memiliki posisi manajerial 7. Manajer dari satu orang manajer atau lebih
VSM29	Apakah kewarganegaraan Anda?	
VSM30	Apakah kewarganegaraan Anda saat lahir (jika berbeda)?	

Tambahan Pertanyaan Demografis

D1	Berapa lama Anda telah bekerja di posisi Anda saat ini? (dalam tahun)	
D2	Di sektor apa Anda bekerja?	1 = Pemerintah 2 = Swasta
D3	Apa etnis Anda?	

Appendix B.3 – Utrecht Work Engagement Scale

Utrecht Work Engagement Scale - 9

Schaufeli, W. B., & Bakker, A. B. (2003). Test manual for the Utrecht Work Engagement Scale. Unpublished manuscript, Utrecht University, the Netherlands. Retrieved from <http://www.schaufeli.com>

0 = Never

1 = A few times a year or less

2 = Once a month or less

3 = A few times a month

4 = Once a week

5 = A few times a week

6 = Every day

The following 9 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job.							
WE1	At my work, I feel bursting with energy	1	2	3	4	5	6
WE2	At my job, I feel strong and vigorous	1	2	3	4	5	6
WE3	I am enthusiastic about my job	1	2	3	4	5	6
WE4	My job inspires me	1	2	3	4	5	6
WE5	When I get up in the morning, I feel like going to work	1	2	3	4	5	6
WE6	I feel happy when I am working intensely	1	2	3	4	5	6
WE7	I am proud of the work that I do	1	2	3	4	5	6
WE8	I am immersed in my work	1	2	3	4	5	6
WE9	I get carried away when I'm working	1	2	3	4	5	6

Appendix B.4 – Indonesian version of Utrecht Work Engagement Scale

Indonesian version of Utrecht Work Engagement Scale – 9

Original	Schaufeli, W. B., & Bakker, A. B. (2003). Test manual for the Utrecht Work Engagement Scale. Unpublished manuscript, Utrecht University, the Netherlands. Retrieved from http://www.schaufeli.com
Translation	Kristiana, I. F., Fajrianti, & Purwono, U. (2018). Analisis rasch dalam Utrecht Work Engagement Scale-9 (UWES-9) versi Bahasa Indonesia. <i>Jurnal Psikologi</i> , 17(2), 204-217.

0 = tidak pernah

1 = beberapa kali atau kurang dalam setahun

2 = sekali atau kurang dalam sebulan

3 = beberapa kali dalam sebulan

4 = sekali seminggu

5 = beberapa kali dalam seminggu

6 = setiap hari

Berikut 9 pernyataan tentang perasaan Anda di tempat kerja. Silakan dibaca dengan cermat dan berilah respon terhadap setiap pernyataan sesuai dengan kondisi yang Anda rasakan di tempat kerja.							
WE1	Di tempat kerja, saya merasa penuh dengan energi	1	2	3	4	5	6
WE2	Dalam bekerja, saya merasa kuat dan bertenaga	1	2	3	4	5	6
WE3	Saya antusias dengan pekerjaan saya	1	2	3	4	5	6
WE4	Pekerjaan saya menginspirasi saya	1	2	3	4	5	6
WE5	Saat bangun tidur di pagi hari, seketika itu juga saya memiliki semangat untuk bekerja	1	2	3	4	5	6
WE6	Saya merasa senang saat saya bekerja secara intensif	1	2	3	4	5	6
WE7	Saya bangga dengan pekerjaan yang saya lakukan	1	2	3	4	5	6
WE8	Saya merasa benar-benar menyatu dengan pekerjaan saya	1	2	3	4	5	6
WE9	Saya merasa terbawa dengan pekerjaan ketika saya sedang bekerja	1	2	3	4	5	6

Appendix B.5 – Emotional demands scale

Emotional demands

Emotional demands (ED) from Copenhagen Psychosocial Questionnaires (COPSOQ)

Kristensen, T.S., Hannerz, H., Høgh, A., & Borg, V. (in press). The Copenhagen Psychosocial Questionnaire (COPSOQ). A tool for the assessment and improvement of the psychosocial work environment. *Scand J Work Environ Health*.

Question 1-2

5 = Always

4 = Often

3 = Sometimes

2 = Seldom

1 = Never/hardly ever

Question 3

5 = To a very large extent

4 = To a large extent

3 = Somewhat

2 = To a small extent

1 = To a very small extent

ED1	Does your work put you in emotionally disturbing situations?	5	4	3	2	1
ED2	Do you have to deal with other people's personal problems as part of your work?	5	4	3	2	1
ED3	Is your work emotionally demanding?	5	4	3	2	1

Appendix B.6 – Indonesian version of emotional demands scale

Emotional demands

Original	Kristensen, T.S., Hannerz, H., Høgh, A., & Borg, V. (in press). The Copenhagen Psychosocial Questionnaire (COPSOQ). A tool for the assessment and improvement of the psychosocial work environment. <i>Scand J Work Environ Health</i> .
Translation	Ginting, H., & Näring, G. W. B. (2019). Validating the Bahasa version of the Copenhagen Psychosocial Questionnaire III in Indonesia. <i>7th International Workshop on the Copenhagen Psychosocial Questionnaire – COPSOQ</i> .

Pertanyaan 1-2

5 = Selalu

4 = Sering

3 = Kadang-kadang

2 = Jarang

1 = Tidak pernah

Pertanyaan 3

5 = Seluruh

4 = Sebagian

3 = Beberapa

2 = Sedikit

1 = Sangat sedikit

ED1	Apakah pekerjaan Anda menempatkan Anda dalam situasi yang mengganggu secara emosional?	5	4	3	2	1
ED2	Apakah pekerjaan Anda juga menuntut keterlibatan emosi?	5	4	3	2	1
ED3	Apakah Anda harus berurusan dengan masalah pribadi orang lain sebagai bagian dari pekerjaan Anda?	5	4	3	2	1

Appendix B.7 – Job autonomy scale

Job autonomy

Job autonomy (JA) from The Work Design Questionnaire (WDQ)

Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91, 1321-1339.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

The questions in this section concern characteristics of the job itself. Remember to think only about your job itself, rather than your reactions to the job.						
JA1	The job allows me to make my own decisions about how to schedule my work.	1	2	3	4	5
JA2	The job allows me to decide on the order in which things are done on the job.	1	2	3	4	5
JA3	The job allows me to plan how I do my work.	1	2	3	4	5
JA4	The job gives me a chance to use my personal initiative or judgment in carrying out the work.	1	2	3	4	5
JA5	The job allows me to make a lot of decisions on my own.	1	2	3	4	5
JA6	The job provides me with significant autonomy in making decisions.	1	2	3	4	5
JA7	The job allows me to make decisions about what methods I use to complete my work.	1	2	3	4	5
JA8	The job gives me considerable opportunity for independence and freedom in how I do the work.	1	2	3	4	5
JA9	The job allows me to decide on my own how to go about doing my work.	1	2	3	4	5

Appendix B.8 – Indonesian version of Job autonomy scale

Job autonomy

Original	Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. <i>Journal of Applied Psychology</i> , 91, 1321-1339.
Translation	Hawjeng Chiou, Yi-Chun Chou, & Pi-Fang Lin

1 = sangat tidak setuju

2 = tidak setuju

3 = antara setuju dan tidak setuju

4 = setuju

5 = sangat setuju

Pertanyaan berikut mengenai karakteristik dari pekerjaan Anda. Jawablah dengan pilihan yang paling sesuai.						
JA1	Pekerjaan tersebut memberi keleluasaan untuk saya membuat keputusan mengenai jadwal kerja.	1	2	3	4	5
JA2	Pekerjaan tersebut memberi keleluasaan untuk saya membuat urutan penyelesaian pekerjaan.	1	2	3	4	5
JA3	Pekerjaan tersebut memberi keleluasaan untuk saya merencanakan pengerjaan.	1	2	3	4	5
JA4	Pekerjaan tersebut memberi kesempatan untuk saya menggunakan inisiatif dan penilaian saya pribadi dalam pengerjaannya.	1	2	3	4	5
JA5	Pekerjaan tersebut memberi keleluasaan untuk saya membuat banyak keputusan sendiri.	1	2	3	4	5
JA6	Pekerjaan tersebut memberi keleluasaan penuh sehingga saya bisa secara mandiri mengambil keputusan.	1	2	3	4	5
JA7	Pekerjaan tersebut memberi keleluasaan untuk saya membuat keputusan mengenai metode yang saya gunakan dalam penyelesaiannya.	1	2	3	4	5
JA8	Pekerjaan tersebut memberi kesempatan yang cukup untuk kemandirian dan kebebasan dalam pengerjaannya.	1	2	3	4	5
JA9	Pekerjaan tersebut memberi keleluasaan untuk saya memutuskan sendiri bagaimana mengerjakan pekerjaan tersebut.	1	2	3	4	5

Appendix B.9 – Employee resilience scale

Employee resilience

Naswall K., Malinen S., Kuntz J. & Hodliffe M. (2019) *Employee resilience: Development and validation of a measure*. Journal of Managerial Psychology 34(5): 353-367. <http://dx.doi.org/10.1108/JMP-02-2018-0102>

Please read each statement carefully and decide what number describes you the best. The rating ranging from 1 (almost never) to 7 (almost always).								
		Almost never				Almost always		
ER1	I effectively collaborate with others to handle unexpected challenges at work	1	2	3	4	5	6	7
ER2	I successfully manage a high workload for long periods of time	1	2	3	4	5	6	7
ER3	I resolve crises competently at work	1	2	3	4	5	6	7
ER4	I learn from mistakes at work and improve the way I do my job	1	2	3	4	5	6	7
ER5	I re-evaluate my performance and continually improve the way I do my work	1	2	3	4	5	6	7
ER6	I effectively respond to feedback at work, even criticism	1	2	3	4	5	6	7
ER7	I seek assistance to work when I need specific resources	1	2	3	4	5	6	7
ER8	I approach managers when I need their support	1	2	3	4	5	6	7
ER9	I use change at work as an opportunity for growth	1	2	3	4	5	6	7

Appendix B.10 – Indonesia version of employee resilience scale

Employee resilience

Naswall K., Malinen S., Kuntz J. and Hodliffe M. (2019) *Employee resilience: Development and validation of a measure*. Journal of Managerial Psychology 34(5): 353-367. <http://dx.doi.org/10.1108/JMP-02-2018-0102>

Harap baca setiap pernyataan dengan seksama dan tentukan nomor mana yang paling menggambarkan Anda. Peringkat mulai dari 1 (hampir tidak pernah) hingga 7 (hampir selalu).		Hampir tidak pernah				Hampir selalu		
ER1	Saya berkolaborasi secara efektif dengan orang lain dalam menangani berbagai tantangan yang tidak terduga di tempat kerja	1	2	3	4	5	6	7
ER2	Saya berhasil mengelola beban kerja yang tinggi dalam jangka waktu yang lama	1	2	3	4	5	6	7
ER3	Saya menyelesaikan krisis secara kompeten di tempat kerja	1	2	3	4	5	6	7
ER4	Saya belajar dari kesalahan di tempat kerja dan meningkatkan cara saya melakukan pekerjaan	1	2	3	4	5	6	7
ER5	Saya mengevaluasi kembali kinerja saya dan secara berkelanjutan meningkatkan cara saya melakukan pekerjaan	1	2	3	4	5	6	7
ER6	Saya secara efektif menanggapi umpan balik di tempat kerja, bahkan kritik	1	2	3	4	5	6	7
ER7	Saya mencari bantuan dalam bekerja ketika saya membutuhkan sumber daya tertentu	1	2	3	4	5	6	7
ER8	Saya menemui atasan ketika saya membutuhkan dukungan mereka	1	2	3	4	5	6	7
ER9	Saya menggunakan perubahan di tempat kerja sebagai peluang untuk bertumbuh	1	2	3	4	5	6	7

Appendix C – Demographics

Demographics

Table 7

Demographic Information

Individual-level variables	N	Percent	Mean	SD
Tenure (in years)	665		3.66	4.63
Sector				
Government	161	21.60%		
Private	504	67.70%		
Ethnicity based on region				
West	120	18.10%		
Middle	514	77.53%		
East	6	0.90%		
Others	23	3.47%		
Gender				
Male	323	43.40%		
Female	338	45.40%		
Gender diverse	4	0.50%		
Age	665		30.34	8.95
Years of formal education	665		15	3.82
Type of job				
Unskilled or semi-skilled manual worker	128	17.20%		
Generally trained office worker or secretary	121	16.20%		
Vocationally trained craftsperson, technician, IT-specialist, nurse, artist or equivalent	102	13.70%		
Academically trained professional or equivalent (but not a manager of people)	111	14.90%		
Manager of one or more subordinates (non-managers)	30	4%		
Manager of one or more managers	15	2%		
Others	158	21.20%		

List of ethnicities on each region

West

Aceh, Batak, Minang, Betawi, Lampung, Jawa, Sunda, Madura, Mandailing, Melayu, Palembang, Chaniago

Middle

Bugis, Bajo, Bali, Banjar, Bima, Buton, Flores, Makassar, Manado, Manggarai, Minahasa, Muna, Sangir, Selayar, Toraja, Antinggola, Mandar, Gorontalo

East

Ambon, Maluku, Serui, Ternate

Others

Chinese, Indian

Appendix D – Dimension index of cultural values

Dimension formula

Power Distance (PDI) $PDI = 35(m07 - m02) + 25(m20 - m23) + C(pd)$

Individualism vs. Collectivism (IDV) $IDV = 35(m04 - m01) + 35(m09 - m06) + C(ic)$

Masculinity vs. Femininity (MAS) $MAS = 35(m05 - m03) + 35(m08 - m10) + C(mf)$

Uncertainty Avoidance (UAI) $UAI = 40(m18 - m15) + 25(m21 - m24) + C(ua)$

Long-term vs. Short-term Orientation (LTO) $LTO = 40(m13 - m14) + 25(m19 - m22) + C(ls)$

Indulgence vs. Restraint (IVR) $IVR = 35(m12 - m11) + 40(m17 - m16) + C(ir)$

In the formula, m represents the mean score of each question, for example, m01 is the mean score of question number 1 and so on. The numbers 35, 25, and 40 in the equation determine the weighting factor. The symbols C(pd), C(ic), C(mf), C(ua), C(ls), C(ir) and C(mo) are the constants that may be positive and negative depend on the situation of the sample. It functions to shift the scores to be ranged between 0-100.

Table 8

Cultural Values Dimensions' Index

	Hofstede's*		Current study's
PDI	78 (high power distance)	PDI	62 (high power distance)
IDV	14 (collectivism)	IDV	72 (individualism)
LTO	62 (long-term orientation)	LTO	72 (long-term orientation)

**Indonesia's scores according to previous Hofstede's study*

Appendix E – Back translation and adaptation process of employee resilience scale

Back translation process

Reference	Sperber, A. D. (2004). Translation and Validation of Study Instruments for Cross-Cultural Research. <i>Gastroenterology</i> , 126(1), 124–128. https://doi.org/10.1053/j.gastro.2003.10.016
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First, the researcher did forward translation from English to Indonesian. After that, the translation was reviewed by SME1 (I/O Psychologist in Indonesia who has a good comprehension of English). Some changes were made based on SME1 suggestions.

Following that, the Indonesian version was then sent to SME2 (I/O Psychologist and academician with good English comprehension). SME2 did the backward translation from Indonesian to English.

After the translation processes, the next plan was to bring the forward and backward translation to some SMEs (I/O Psychologists in Indonesia and have a good comprehension of English) for rating. The criteria for rating:

Compare original English to English translation

1. Comparability of language (how comparable is the formal wording?)
2. Similarity of interpretation (would the paired items be interpreted similarly, even if the wording is different?)

Compare original English and Indonesian translation

1. Suitability of translation (how suitable is the translation compared to the original?)
2. Comprehensibility of translation (would the paired items be comprehended similarly in Indonesian?)

The rating scale is ranging from 1(not at all comparable) to 7 (extremely comparable).

Any mean score <3 (1 is the worst agreement; 7 is the best agreement) necessitates a formal review of the translation.

Forward translation (English to Indonesian)

Original scale	Indonesian
I effectively collaborate with others to handle unexpected challenges at work	Saya berkolaborasi secara efektif dengan orang lain dalam menangani berbagai tantangan yang tidak terduga di tempat kerja
I successfully manage a high workload for long periods of time	Saya berhasil mengelola beban kerja yang tinggi dalam jangka waktu yang lama
I resolve crises competently at work	Saya menyelesaikan krisis secara kompeten di tempat kerja
I learn from mistakes at work and improve the way I do my job	Saya belajar dari kesalahan di tempat kerja dan meningkatkan cara saya melakukan pekerjaan
I re-evaluate my performance and continually improve the way I do my work	Saya mengevaluasi kembali kinerja saya dan secara berkelanjutan meningkatkan cara saya melakukan pekerjaan
I effectively respond to feedback at work, even criticism	Saya secara efektif menanggapi umpan balik di tempat kerja, bahkan kritik
I seek assistance to work when I need specific resources	Saya mencari bantuan dalam bekerja ketika saya membutuhkan sumber daya tertentu
I approach managers when I need their support	Saya menemui atasan ketika saya membutuhkan dukungan mereka
I use change at work as an opportunity for growth	Saya menggunakan perubahan di tempat kerja sebagai peluang untuk bertumbuh

Backward translation (Indonesian back to English)

Indonesian	English
Saya berkolaborasi secara efektif dengan orang lain dalam menangani berbagai tantangan yang tidak terduga di tempat kerja	I collaborate effectively with other people in handling any kinds of unexpected challenges in the workplace
Saya berhasil mengelola beban kerja yang tinggi dalam jangka waktu yang lama	I succeed to manage a high workload for a long time
Saya menyelesaikan krisis secara kompeten di tempat kerja	I solve crisis competently in the workplace
Saya belajar dari kesalahan di tempat kerja dan meningkatkan cara saya melakukan pekerjaan	I learn from the mistakes in the workplace and improve my way of doing tasks
Saya mengevaluasi kembali kinerja saya dan secara berkelanjutan meningkatkan cara saya melakukan pekerjaan	I re-evaluate my performance and continually improve my way in doing tasks
Saya secara efektif menanggapi umpan balik di tempat kerja, bahkan kritik	I effectively respond feedback in the workplace, even criticism
Saya mencari bantuan dalam bekerja ketika saya membutuhkan sumber daya tertentu	I seek for help during working when I need certain resources
Saya menemui atasan ketika saya membutuhkan dukungan mereka	I meet my supervisor when I need their support
Saya menggunakan perubahan di tempat kerja sebagai peluang untuk bertumbuh	I use changes in the workplace as a chance to grow

Rating form for SMEs

Please circle the response which most closely represents how you would rate the following pairs of items in terms of:

- (A) Comparability of language (how comparable is the formal wording?) and
 (B) Similarity of interpretation (would the paired items be interpreted similarly, even if the wording is different?).

Please choose only one response for (A) and one response for (B) for each pair of items.

Original	English translation
I effectively collaborate with others to handle unexpected challenges at work	I collaborate effectively with other people in handling any kinds of unexpected challenges in the workplace
I successfully manage a high workload for long periods of time	I succeed to manage a high workload for a long time
I resolve crises competently at work	I solve crisis competently in the workplace
I learn from mistakes at work and improve the way I do my job	I learn from the mistakes in the workplace and improve my way of doing tasks
I re-evaluate my performance and continually improve the way I do my work	I re-evaluate my performance and continually improve my way in doing tasks
I effectively respond to feedback at work, even criticism	I effectively respond feedback in the workplace, even criticism
I seek assistance to work when I need specific resources	I seek for help during working when I need certain resources
I approach managers when I need their support	I meet my supervisor when I need their support
I use change at work as an opportunity for growth	I use changes in the workplace as a chance to grow

Comparability of language (A)

Not at all comparable

1 2 3 4 5 6 7

Extremely
comparable

Similarity of interpretation (B)

Not at all similar

1 2 3 4 5 6 7

Extremely similar

Comments or suggestions

Please circle the response which most closely represents how you would rate the following pairs of items in terms of:

(C) Suitability of translation (how suitable is the translation compared to the original?) and

(D) Comprehensibility of translation (would the paired items be comprehended similarly in Indonesian?).

Please choose only one response for (C) and one response for (D) for each pair of items.

Original	Indonesian translation
I effectively collaborate with others to handle unexpected challenges at work	Saya berkolaborasi secara efektif dengan orang lain dalam menangani berbagai tantangan yang tidak terduga di tempat kerja
I successfully manage a high workload for long periods of time	Saya berhasil mengelola beban kerja yang tinggi dalam jangka waktu yang lama
I resolve crises competently at work	Saya menyelesaikan krisis secara kompeten di tempat kerja
I learn from mistakes at work and improve the way I do my job	Saya belajar dari kesalahan di tempat kerja dan meningkatkan cara saya melakukan pekerjaan
I re-evaluate my performance and continually improve the way I do my work	Saya mengevaluasi kembali kinerja saya dan secara berkelanjutan meningkatkan cara saya melakukan pekerjaan
I effectively respond to feedback at work, even criticism	Saya secara efektif menanggapi umpan balik di tempat kerja, bahkan kritik
I seek assistance to work when I need specific resources	Saya mencari bantuan dalam bekerja ketika saya membutuhkan sumber daya tertentu
I approach managers when I need their support	Saya menemui atasan ketika saya membutuhkan dukungan mereka
I use change at work as an opportunity for growth	Saya menggunakan perubahan di tempat kerja sebagai peluang untuk bertumbuh

Suitability of translation (C)

Not at all suitable

1 2 3 4 5 6 7

Extremely suitable

Comprehensibility of translation (D)

Not at all comprehensible

1 2 3 4 5 6 7

Extremely comprehensible

Comments or suggestions

The rating result from SMEs

The ratters are 8 Indonesian I/O psychologists who understand the construct and understand English.

The rating scale is ranging from 1(not at all comparable) to 7 (extremely comparable).

Any mean score lower than 4 (1 is the worst agreement; 7 is the best agreement) necessitates a formal review of the translation.

Rating the comparability and similarity of the original scale and English translation

Original	English translation	Comparability of language	Similarity of interpretation
I effectively collaborate with others to handle unexpected challenges at work	I collaborate effectively with other people in handling any kinds of unexpected challenges in the workplace	4,88	5,38
I successfully manage a high workload for long periods of time	I succeed to manage a high workload for a long time	5,75	5
I resolve crises competently at work	I solve crisis competently in the workplace	6	5,75
I learn from mistakes at work and improve the way I do my job	I learn from the mistakes in the workplace and improve my way of doing tasks	5,75	5,5
I re-evaluate my performance and continually improve the way I do my work	I re-evaluate my performance and continually improve my way in doing tasks	5,63	5,75
I effectively respond to feedback at work, even criticism	I effectively respond feedback in the workplace, even criticism	5,88	6
I seek assistance to work when I need specific resources	I seek for help during working when I need certain resources	5,38	5,25
I approach managers when I need their support	I meet my supervisor when I need their support	5,75	5,25
I use change at work as an opportunity for growth	I use changes in the workplace as a chance to grow	5,5	4,88

Overall, the items are good in comparability and similarity between the original and back-translation results.

The rating scale is ranging from 1(not at all suitable) to 7 (extremely suitable).

Any mean score lower than 4 (1 is the worst agreement; 7 is the best agreement) necessitates a formal review of the translation.

Rating the suitability and comprehensibility of the original scale and Indonesian translation

Original	Indonesian translation	Suitability	Comprehensibility
I effectively collaborate with others to handle unexpected challenges at work	Saya berkolaborasi secara efektif dengan orang lain dalam menangani berbagai tantangan yang tidak terduga di tempat kerja	6,25	6,25
I successfully manage a high workload for long periods of time	Saya berhasil mengelola beban kerja yang tinggi dalam jangka waktu yang lama	5,75	6
I resolve crises competently at work	Saya menyelesaikan krisis secara kompeten di tempat kerja	5,88	6,25
I learn from mistakes at work and improve the way I do my job	Saya belajar dari kesalahan di tempat kerja dan meningkatkan cara saya melakukan pekerjaan	5,88	6,13
I re-evaluate my performance and continually improve the way I do my work	Saya mengevaluasi kembali kinerja saya dan secara berkelanjutan meningkatkan cara saya melakukan pekerjaan	6	6
I effectively respond to feedback at work, even criticism	Saya secara efektif menanggapi umpan balik di tempat kerja, bahkan kritik	6,25	5,75
I seek assistance to work when I need specific resources	Saya mencari bantuan dalam bekerja ketika saya membutuhkan sumber daya tertentu	5,63	5,63
I approach managers when I need their support	Saya menemui atasan ketika saya membutuhkan dukungan mereka	6	5,88
I use change at work as an opportunity for growth	Saya menggunakan perubahan di tempat kerja sebagai peluang untuk bertumbuh	5,75	5,75

Overall, the items are in good translation based on suitability and comprehensibility

Appendix F – Employee resilience factor analysis

Table 9

Factor Analysis of Employee Resilience Scale

Item	Factor 1	Factor 2	h^2
1. I effectively collaborate with others to handle unexpected challenges at work	.67	-.19	.48
2. I successfully manage a high workload for long periods of time	.14	.33	.13
3. I resolve crises competently at work	.62	-.23	.44
4. I learn from mistakes at work and improve the way I do my job	.79	-.12	.63
5. I re-evaluate my performance and continually improve the way I do my work	.84	-.19	.74
6. I effectively respond to feedback at work, even criticism	.78	-.11	.62
7. I seek assistance to work when I need specific resources	.68	.15	.48
8. I approach managers when I need their support	.42	.84	.88
9. I use change at work as an opportunity for growth	.61	.17	.40
Eigenvalue	3.79	1.02	
Percent of the variance (after extraction)	42.09	11.28	
Factor correlations	.27		

Note. Principal axis factor analysis, oblimin rotation ($N = 615$)

Appendix G – Correlations and descriptive

Table 4

Correlations and Descriptive Statistics

	M	Range	SD	N	α	1	2	3	4	5	6	7
1. Power distance	2.41	1-5	0.53	639	.21	1						
2. Individualism/collectivism	2.00	1-5	0.65	639	.65	.46**	1					
3. Long/short-term orientation	1.91	1-5	0.46	639	.38	.29**	.41**	1				
4. Work engagement	5.04	0-6	1.26	629	.94	.13**	-.05	-.19**	1			
5. Emotional demands	2.65	1-5	0.83	620	.68	-.04	-.03	.12**	-.30**	1		
6. Job autonomy	3.47	1-5	0.82	620	.93	-.20**	-.17**	-.03	.18**	-.04	1	
7. Employee resilience	5.26	1-7	1.23	615	.86	.10*	-.13**	-.15**	.49**	-.12**	.03	1

* $p < .05$, ** $p < .01$

Appendix H – Regression results

Table 10

Result of Regression Analysis of Emotional Demands, Job Autonomy, and Employee Resilience on Work Engagement

Variable	Work engagement		
	B	β	<i>p</i>
Constant	2.65		.00
Emotional demands	-.37	-.24	.00
Job autonomy	.25	.16	.00
Employee resilience	.48	.46	.00
Adjusted R ²	.33		

Note. *N* = 615

Table 11*Moderation Analyses*

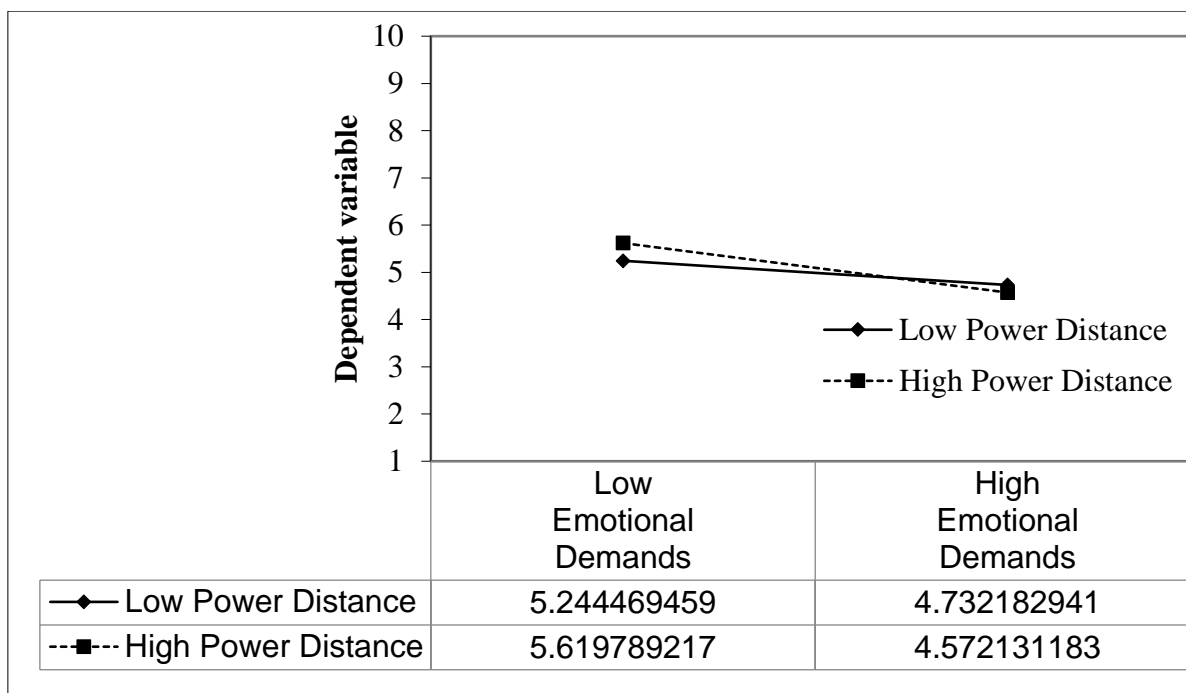
Variable	Predictor: Emotional demands			Predictor: Job autonomy			Predictor: Employee resilience		
	B	SE	β	B	SE	β	B	SE	β
<i>Step 1</i>									
Constant	5.04**	.05		5.04**	.05		5.04**	.04	
Emotional demands	-.46**	.06	-.30**						
Job autonomy				.31**	.06	.20**			
Employee Resilience							.51**	.04	.50**
PDI	.00	.00	.02	.00	.00	.07	-.00	.00	-.04
IDV	-.00	.00	-.04	-.00	.00	-.03	-.00	.00	-.07
LTO	.00	.00	.07	.001*	.00	.09*	.00	.00	.05
R ² (adjusted)	.09			.04			.25		
<i>Step 2</i>									
Constant	5.04**	.05		4.96**	.05		5.02**	.05	
Emotional demands	-.47**	.06	-.31**						
Job autonomy				.36**	.06	.23**			
Employee Resilience							.54**	.04	.52**
PDI	.00	.00	.03	.00	.00	.07	-.00	.00	-.04
IDV	-.00	.00	-.04	-.00	.00	.02	-.00	.00	-.06
LTO	.00	.00	.06	.001*	.00	.10*	.00	.00	.03
PDI*Variable	-.001*	.00	-.10*	-.01**	.00	-.22**	.001**	.00	.12**
IDV*Variable	-.00	.00	-.07	.00	.00	-.01	.00	.00	.05
LTO*Variable	.00	.00	-.01	-.01**	.00	-.15**	-.00	.00	-.03
R ² (adjusted)	.10			.12			.26		
R ² change	.01			.08			.02		

* $p < .05$, ** $p < .01$

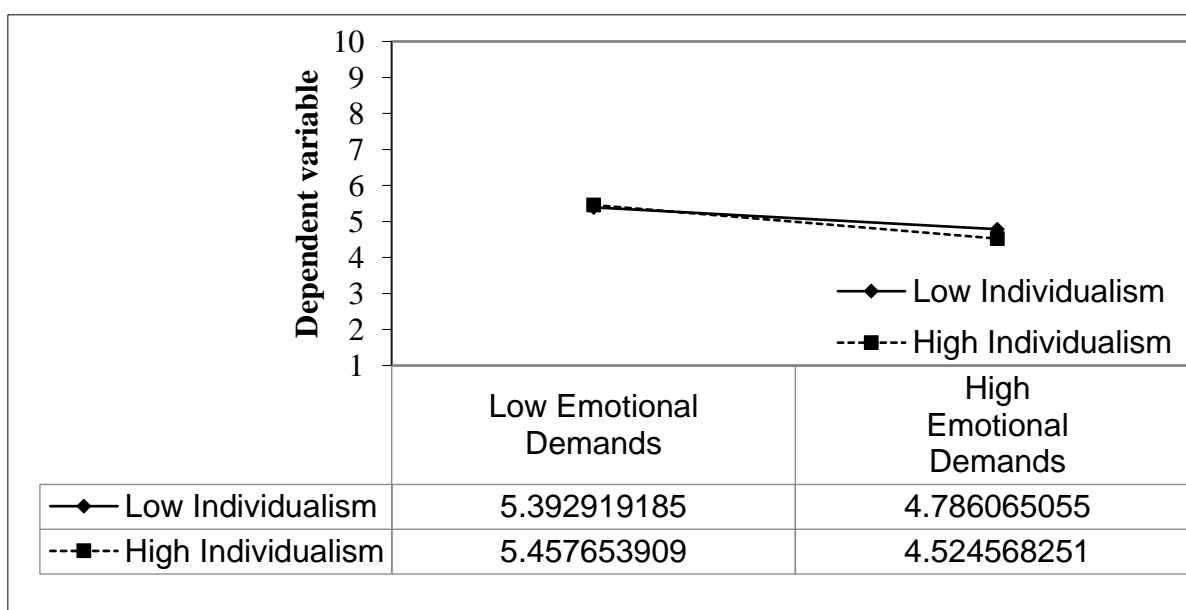
Appendix I – Interactions tables

Interactions

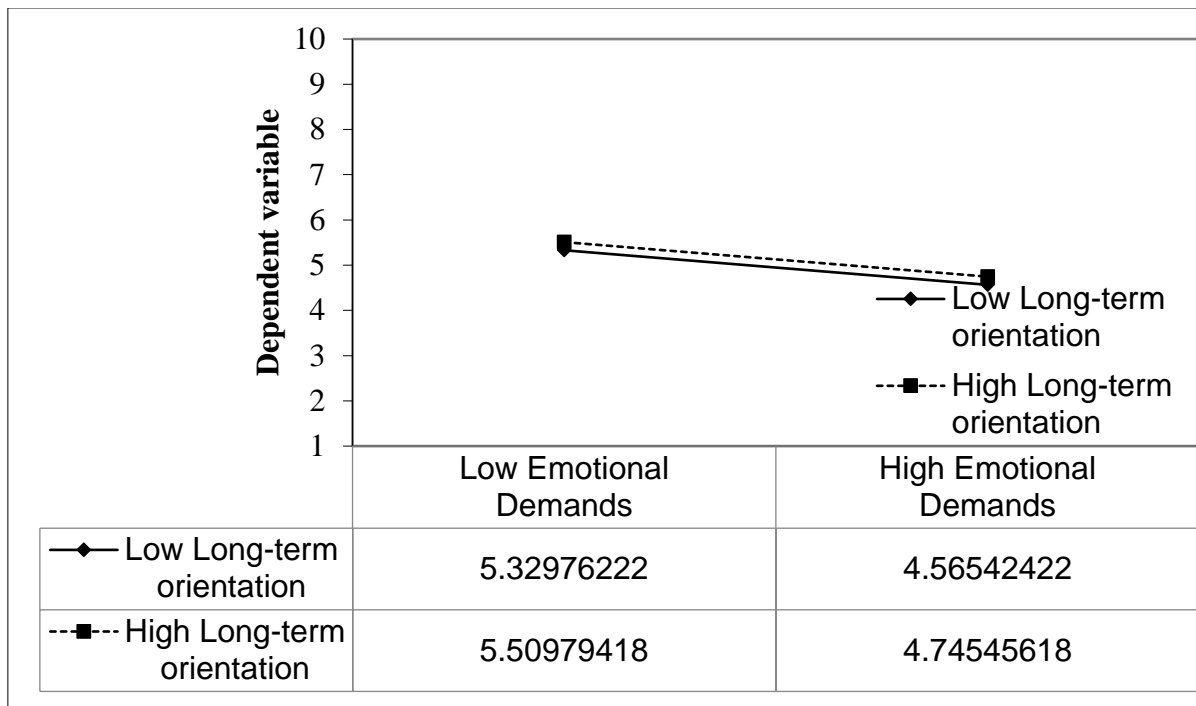
Emotional demands x power distance



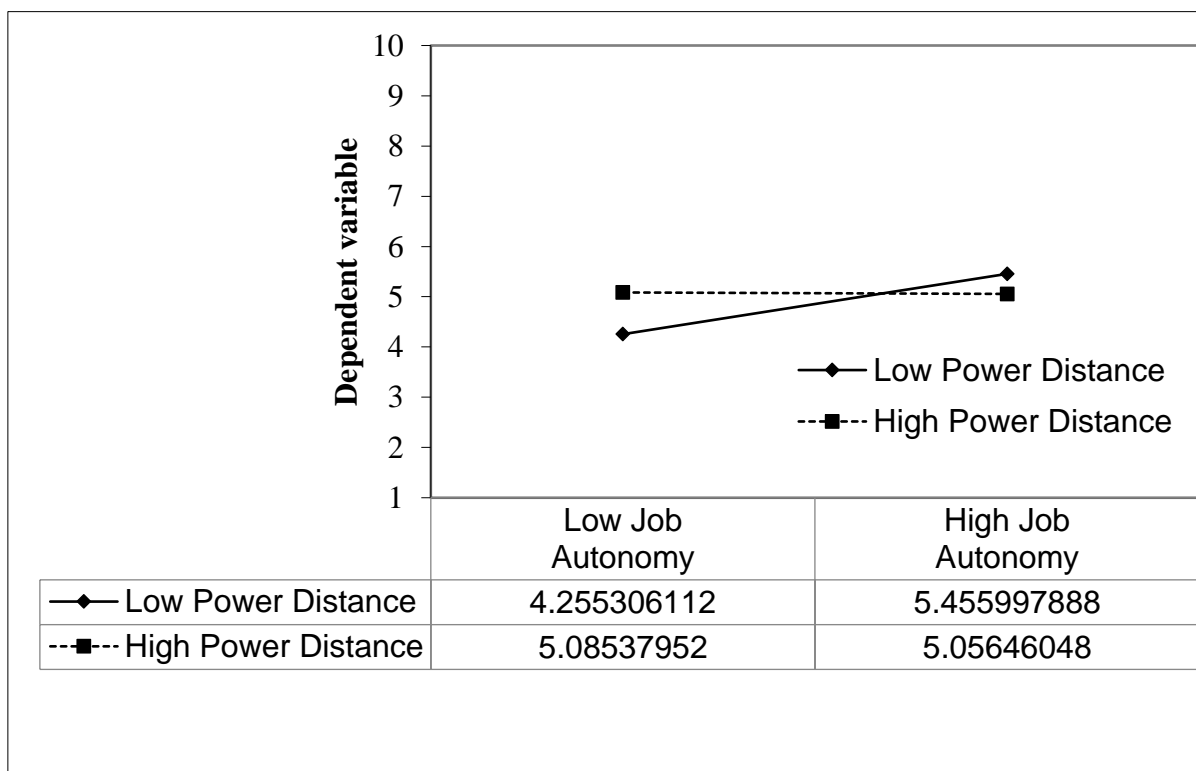
Emotional demands x individualism/collectivism



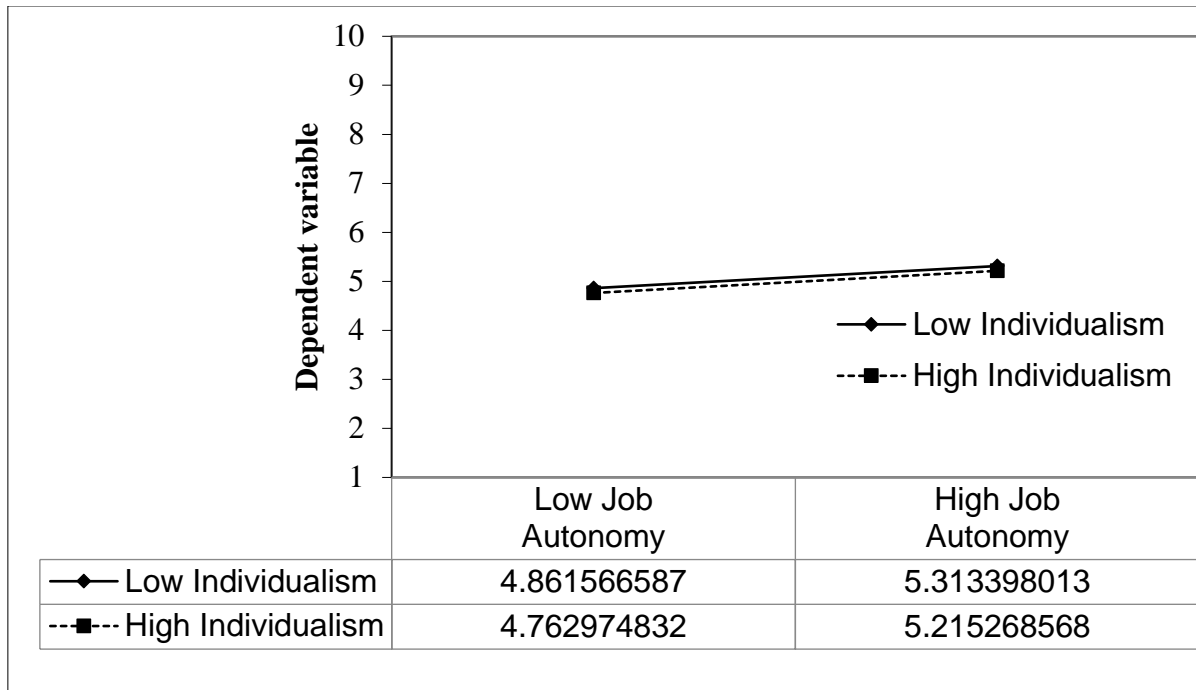
Emotional demands x long/short-term orientation



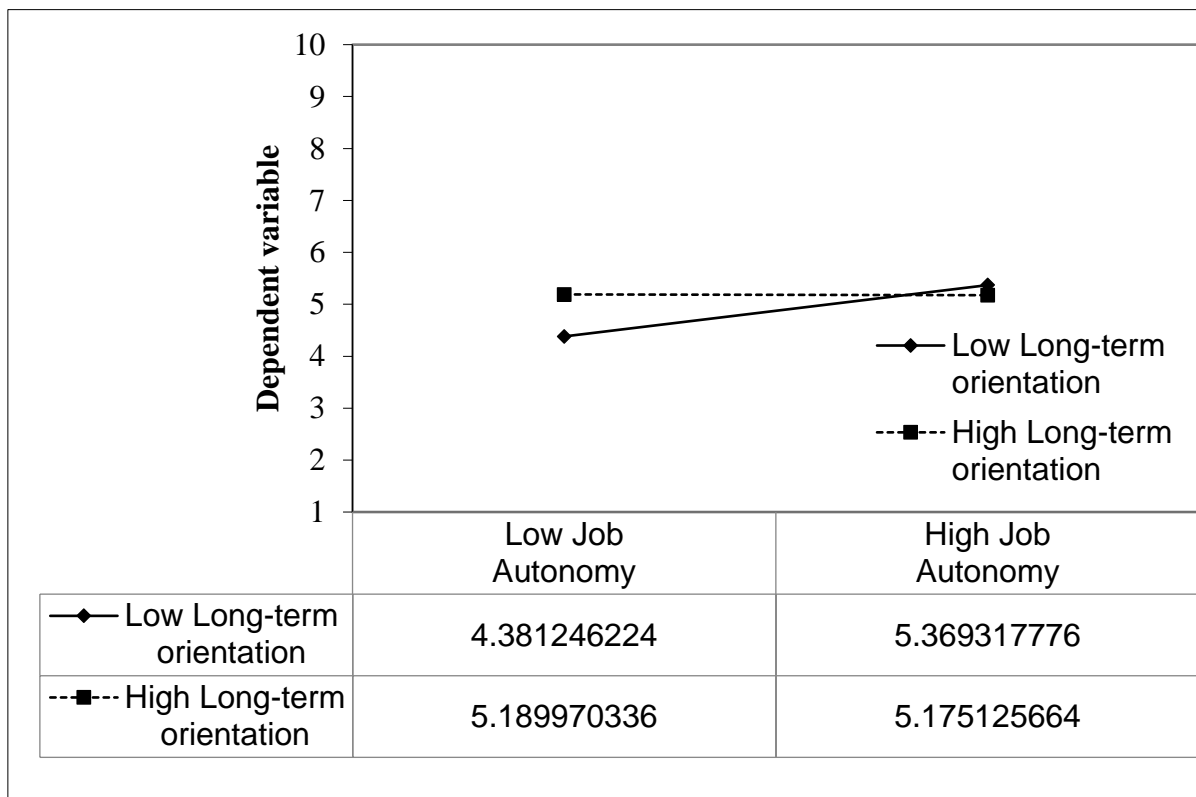
Job autonomy x power distance



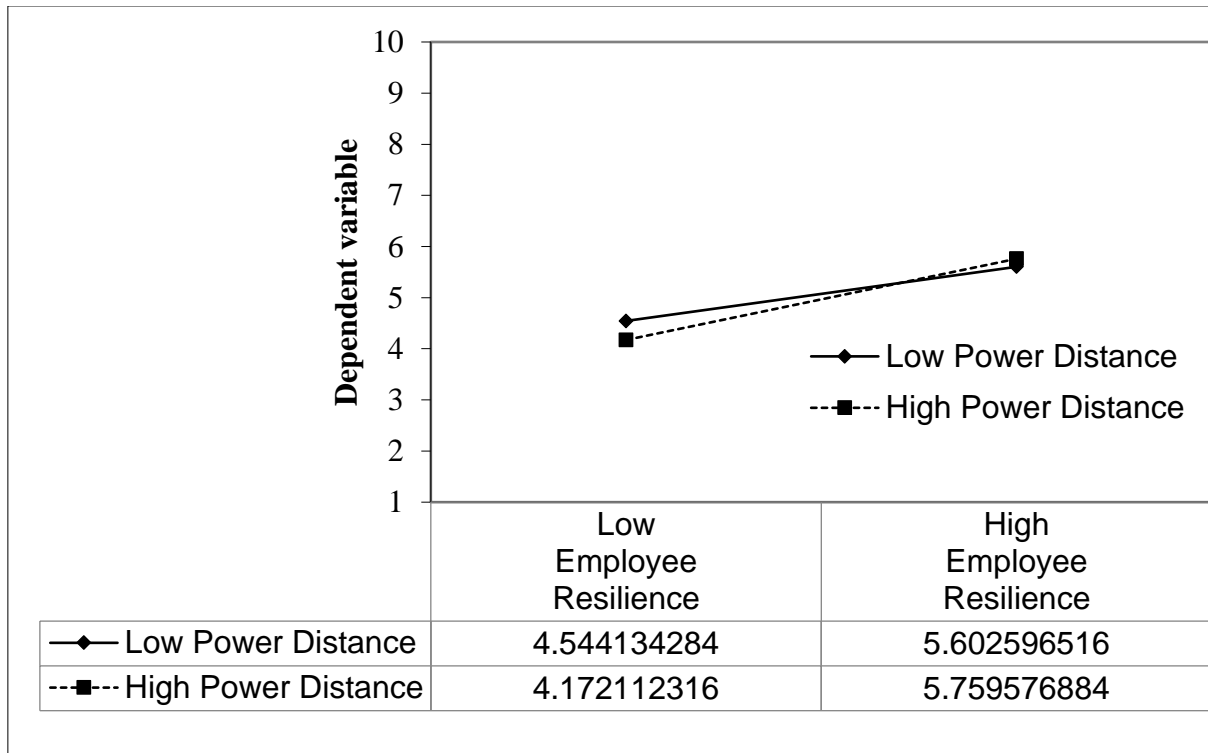
Job autonomy x individualism/collectivism



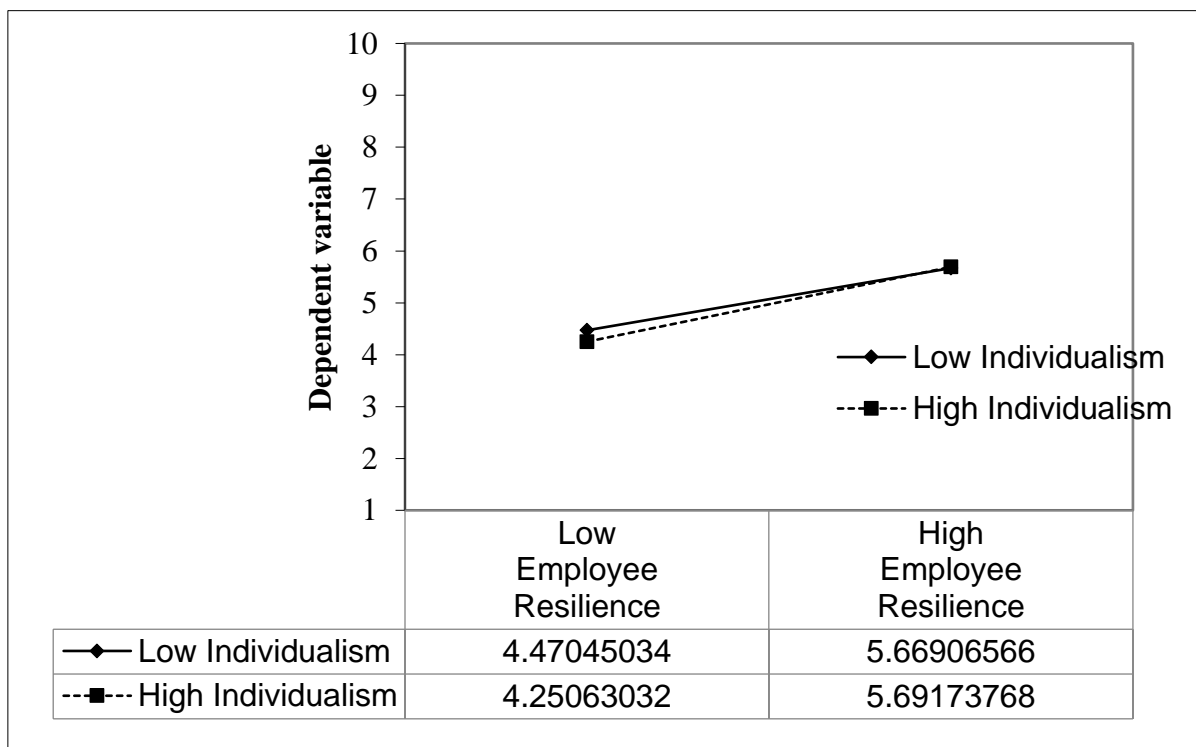
Job autonomy x long/short-term orientation



Employee resilience x power distance



Employee resilience x individualism/collectivism



Employee resilience x long/short-term orientation

